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ABSTRACT

Volume Two of the Missouri Staff Development Project for Employment Security Personnel contains appendices. A total of 30 appendices are presented, including (1) opinionnaires, (2) opinionnaire data, (3) an attitude instrument response report, (4) follow-up forms, (5) employer interview data, (6) trainee information, (7) training session programs, (8) final program evaluation forms, and (9) an analysis and summary of follow-up program evaluation interview data. (See CG 004 550) (Author/KJ)

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VOLUME II

APPENDICES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

CG 004551

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Proposal: Missouri Valley Staff Development
Project for Employment Security Personnel

UNIVERSITY OF MISSOURI AT KANSAS CITY

PROPOSAL

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

Submitted to
Missouri Department of Labor and
Industrial Relations

June, 1967

University of Missouri at Kansas City
Division for Continuing Education
Kansas City, Missouri

INTRODUCTION

Two years of close relationship with the Employment Service have provided a number of opportunities for formal and informal observation of its function and day-to-day operation and for interaction with personnel, both on and off the job. This contact has made it possible to view the Employment Service from a point difficult for its own personnel to obtain. From this experience, we have observed:

First -

The Employment Service is a team with considerable means, energies, and abilities which it exerts in a tremendous effort to accomplish the goal for which it was created -- the optimum development of human resources. This team is composed of many distinct individuals, each with a unique personality and ideas of where and how he fits into the team and how the team should function in order to make its goal a reality. These variant points of view and methods of approach to the common goal, combined with often unknown attitudes held by employers and clients concerning the function, operation, and ends of the Employment Service, produce situations which sometimes find team members striving to accomplish the same thing, but in such a way that they hinder one another.

Second -

Sympathetic understanding of the special duties, needs, responsibilities, and problems attached to each of the many team positions within the Employment Service must be fostered in a way designed to make Employment Service personnel aware that no job need nor can be

done in isolation and that every job is vital to and inseparable from the team effort.

Third -

A special set of experiences could be combined to form an in-service training program capable of providing the opportunity for --

Employment Service personnel to take a fresh look from a different point of view at the various team components.

Employment Service personnel to find ways to increase cooperation in the direction of their efforts toward the accomplishment of their common goal.

Employment Service personnel to discover better ways to relate to and work with each other and with clients and employers.

PURPOSE

To involve Region VII Employment Service personnel in a training program of staff development experiences which will emphasize and enhance the special competencies and capabilities required for the newer and more comprehensive human resources mission of the Employment Service. Particular attention will be directed to staff relationships, the image of the Employment Service worker in the community, specialized techniques for working with client groups, and special problems of the current client constituency.

PLAN

The staff development project will be carried out in three phases, as described on the following pages.

PHASE I

Field Investigation and Training Program Design

The project staff will devise procedures to gather information about staff attitudes, relationships, client and employer image of the Employment Service worker in the various states and cities of the Region. Examples of the information to be gathered are:

Interviewer Attitudes Concerning

- Counselor's job
- Placement worker's job
- Clients
- Employers
- The job of the interviewer

Counselor Attitudes Concerning

- Interviewers
- Placement personnel
- Clients
- The job of the counselor

Placement Worker Attitudes Concerning

- Interviewers
- Counselors
- Clients
- Employers
- The job of the placement worker

Client Attitudes Concerning

Interviewers

Counselors

Placement Personnel

The Employment Service

Employer Attitudes Concerning

Counselors

Interviewers

Placement personnel

Employment Service clients

The job of the Employment Service

Procedures will be developed to discover information and attitudes which are facets of Employment Service staff interpersonal relationships which have bearing on the effective functioning of the Employment Service in accomplishing the goals of the Employment Service and the creation of the image of the Employment Service.

The image of the Employment Service held by employers and clients which, in part, determine the use each makes of the Employment Service and the respect they have for the Employment Service and its function.

From this information, an attempt will be made, with the help of selected Employment Service personnel, employers, and clients, to develop a set of experiences designed to aid the Employment Service staff in establishing better internal relationships, better communication

concerning the duties and responsibilities of various staff personnel and positions, the creation of better methods of serving employers and clients, and methods for the development of a better image for the Employment Service in the total community.

This information will be incorporated in the planning of the staff development training program.

PHASE II

Conduct of Staff Development Seminars

Four two-week programs will be scheduled for Kansas City and/or other settings particularly selected to further and to enhance the training objectives. Each two-week program will involve fifteen Employment Security personnel. It is planned that training participants will be assigned to each session in such a manner as to insure that interviewers, counselors, and placement workers will be proportionately represented.

The training experiences will include lectures, small group explorations, employer round tables, independent study, and training staff guidance sessions and problem-solving seminars. The content of these training experiences will be determined, in part, by the information obtained from the activities in Phase I and guidance provided by the Advisory Committee. However, it may be anticipated that the programs will incorporate the following:

Seminars designed to

- develop a more complete and sympathetic understanding of the requirements of the various jobs in the Employment Service -- for example -- attempts will be made to foster among interviewers, counselors, and placement personnel a better understanding of the duties and responsibilities each must face in his job.
- acquaint personnel with client attitudes toward and reaction to his contact with the Employment Service.

- facilitate the free exchange of ideas concerning successful solutions to client problems.

Round tables to

- allow employers to express their opinion of how the Employment Service can better meet the needs of the business and industrial community.
- provide the opportunity for personnel to interchange ideas with employers concerning the function of the Employment Service as seen by each.
- enable employers to communicate directly and candidly with Employment Service personnel.

Small group exploration structured to

- promote better human relations between office personnel.
- sensitize personnel to client feelings and attitudes.
- help personnel to create better interpersonal relationships with clients.

Lectures containing information pertinent to

- new developments and trends in business and industry.
- improvement of service to clients.
- the development of a new image for the Employment Service.

University personnel, Employment Service consultants, selected employers, and representative clients will be involved appropriately in specialized segments of the two-week experience.

PHASE III

Regional Reaction and Feedback

This final phase of the staff development effort will be concerned with a systematic check-back with Employment Service personnel who have participated in the staff development program.

Project staff will endeavor to assess the effect of the training experience on individual program participants following their return to the Employment Office situation.

Particular attention will be directed to

1. Staff relationships - quality of interaction
 - effectiveness of communication
2. Utilization of sensitivity techniques
3. Approaches to special client groups and interests
 - disadvantaged clients
 - minority group members

All of these will be reviewed in the light of the Employment Service concern for good human resources development.

PROPOSED TIME SCHEDULE

PHASE I Field Investigation and Program Development

September, October, November, December

PHASE II Conduct of Staff Development Seminars

January, February, March, April

PHASE III Reaction and Report

May, June, July, August

ADVISORY COMMITTEE

An Advisory Committee will be organized to work with the project staff in the creation and conduct of the Employment Service staff development experiences. The committee will be composed of:

Regional Supervisor of Counseling

Regional Counseling Consultant

Employment Service Personnel (Interviewers, Counselors, and
Placement Workers)

University Personnel

APPENDIX II

Project Staff Roster

PROJECT STAFF

| | |
|-----------------------|----------------------------|
| Jane B. Berry, Ed.D. | Project Consultant |
| Kenneth K. Kern | Project Coordinator |
| Charles J. O'Leary | Project Training Assistant |
| Wayman E. Malotte | Project Training Assistant |
| June Weigand* | Project Training Assistant |
| Mary Ellen Burke | Project Secretary |
| Ekaterina Zaloz* | Project Secretary |
| Larraine Pennington | Coding Clerk |
| Janice Ann Roll | Coding Clerk |
| Dominic Aldon Ferrara | Coding Clerk |

*Resigned for personal reasons.

APPENDIX III

Advisory Committee Members

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR EMPLOYMENT SECURITY PERSONNEL
ADVISORY COMMITTEE

Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri -
Kansas City

Mr. Fred Featherstone
Employment Service Advisor
Bureau of Employment Security
Region VII
Kansas City, Missouri

Mr. Fred Graham
Chief, Employment Counseling
Missouri Division of Employment
Security
Jefferson City, Missouri

Mrs. Yvonne Karbowski
Field Supervisor
Nebraska Department of Labor
Omaha, Nebraska

Dr. William A. Lewis
Associate Professor, Education
University of Missouri -
Kansas City

Mr. George Neerman, Manager
Kansas State Employment Service
Kansas City, Kansas

Mr. Art Roehlke
Counseling Supervisor
Counseling Department
University of Missouri -
Columbia

Mr. Keith Schroeder
Chief, Training Department
Employment Security Commission
Des Moines, Iowa

Miss Anita Dolan (alternate)
Training Technician
Employment Security Commission
Des Moines, Iowa

Mr. Robert Wasson
Chief, Technical Services
Kansas Employment Security
Division
Topeka, Kansas

Mr. Tom Youngworth
Employment Service Advisor
Bureau of Employment Security
Region VII
Kansas City, Missouri

APPENDIX IV

Tentative Opinionnaire

OPINIONNAIRE

1. Sex

_____ Male

_____ Female

2. Age _____

3. Marital Status

_____ Single

_____ Married

_____ Divorced

_____ Other

4. Educational Attainment

_____ High School Graduate

_____ Some college

_____ B.A. or B.S. Degree

_____ Some graduate work

_____ M.A. or M.S. Degree

_____ Some post-graduate work

5. What positions have you held with the U.S. Employment Service? Please list below, beginning with your present position, the positions you have held and the length of time each position was held.

| _____ | _____ | _____ |
|-------|-------|--------|
| | Years | Months |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

6. What is the most important function of your present position?

7. What is the least important function of your present position?

8. Please write a brief job description of the following positions:

Receptionist or Monitor

Placement Technician

Counselor

9. Do any of these positions overlap or have duplications in their duties?

If so, please indicate what these duplications or overlaps are.

10. Please rank the following positions in order of amount of work required
(1 indicating most work, 3 indicating least work).

_____ Counselor

_____ Placement Technician

_____ Receptionist or Monitor

11. Please rank the following positions in order of importance of service to
job applicants (1 indicating most important, 3 indicating least important).

_____ Receptionist or Monitor

_____ Counselor

_____ Placement Technician

12. Which of the following positions would you most like to hold?

_____ Placement Technician

_____ Receptionist or Monitor

_____ Counselor

13. Do you feel that extra privileges are granted to Counselors, Receptionists
or Monitors, or Placement Technicians?

_____ No

_____ Yes

If yes, which position? _____

What type of privileges? _____

14. Do you believe that your superiors give equal treatment to Placement Technicians, Counselors, and Receptionists or Monitors?

_____ Yes

_____ No

If no, which position is afforded the best treatment?

Please explain. _____

15. What do you like most about your position?

16. What do you like least about your position?

17. If you could make any change(s) you wished in the way you do your position, what would you do different?

18. What are the most difficult problems you face in your present position?

19. Can Placement Technicians, Receptionists or Monitors, and Counselors best meet job applicants needs by operating

_____ as independently as possible

_____ as an integrated team

20. From whom do you receive the best cooperation in working with job applicants?

_____ Placement Technicians

_____ Receptionists or Monitors

_____ Counselors

What kind of cooperation do you receive? _____

21. From whom do you receive the least cooperation in working with job applicants?

_____ Counselors

_____ Placement Technicians

_____ Receptionists or Monitors

What kind of cooperation do you desire? _____

22. Should there be more staff meetings?

_____ Yes

_____ No

23. Should staff meetings involve

_____ Only persons in like positions (all Counselors in one staff meeting, all Placement Technicians in another, etc.)

_____ Counselors, Placement Technicians, and Receptionists or Monitors meeting together.

_____ Other (Please specify).

24. What topics should be discussed at staff meetings?

25. What type(s) of job applicants are easiest to serve?

Why?

26. What type(s) of job applicants are hardest to serve?

Why?

27. In general, do you feel job applicants are happy with the service they receive from the U.S. Employment Service?

_____ Yes

Why? _____

_____ No

Why? _____

28. What is your biggest problem in dealing with employers?

29. How could the Employment Service develop a better working relationship with employers?

30. How could the Employment Service persuade more employers to list job openings with the Employment Service?

31. If you could make any change(s) you wished in the operation of the Employment Service, what would you do different?

32. Is the present public image of the Employment Service

_____ Favorable Why? _____

_____ Unfavorable Why? _____

33. How could the Employment Service develop a better public image?

APPENDIX V

**Report of Pilot Investigation
of Employment Service Personnel
Attitude Measuring Instrument**

REPORT OF PILOT INVESTIGATION OF EMPLOYMENT
SERVICE PERSONNEL ATTITUDE MEASURING INSTRUMENT

Conducted by
Missouri Valley Staff Development Project
for Employment Security Personnel

Consistent with the goal of attempting to provide the Employment Service team with a training program that would aid them in the goal of Employment Service--the optimum development of human resources--a pilot investigation of an employee attitude measuring device was carried out.

The final goal of the "Opinionnaire" is that of determining the attitudes of the individuals occupying Receptionist-Monitor, Placement Technician, and Counselor positions in regard to: (a) their own duties, (b) the duties of other Employment Service personnel, (c) the organization of Employment Service, (d) clients, and (e) employers. Without this information an attempt at any training program consistent with the objectives of the project would be futile.

A pilot investigation was carried out for the purposes of: (a) modification and revision of the instrument, (b) development of coding and analysis systems, and (c) obtaining a glimpse at what might be expected in terms of future data.

Fifteen Employment Service employees, designated by the Office Manager as being available for research purposes, constituted the population for the pilot study. The 15 individuals consisted of three Receptionist-Monitors, eight Placement Technicians, and four Counselors.

As this limited number of individuals may affect the results, it should be kept in mind throughout the report. However, the congruency between the experiences of the project's director and the data obtained suggests validity of results.

During office hours the individuals were approached, informed of the project, and asked to aid the researchers by answering the "Opinionnaire." Within several days after the "Opinionnaire" had been filled out, the researchers interviewed each individual. The individuals were informed that information gained from the "Opinionnaire" and subsequent interviews would not be used in a manner that would make it possible for anyone to be identified as an individual.

POST-OPINIONNAIRE INTERVIEW

The post-opinionnaire interview was concerned primarily with: (a) modification and revision of the instrument, and (b) development of coding and analysis systems. Each individual was asked questions regarding: (a) length, (b) difficulty, (c) comprehensiveness, and (d) phraseology of the instrument. In all cases, responses suggested that the length of the instrument and the effort required to answer the questions was not too great. In only one instance was a response encountered that suggested inadequacy of comprehensiveness. The question suggested was in regard to whether the individual was planning on, or had made a career of employment within Employment Service. After due consideration, it was decided that this question could be handled most effectively in interviewing. The phraseology of the instrument was questioned in only one instance and, therefore, was considered to be sufficiently clear.

The secondary objective of the interview was to obtain auxiliary data that would aid in discovering weak spots in the "Opinionnaire," as well as developing the coding and analysis systems. This data indicated that expansion of the 'Opinionnaire' in regard to: (a) specific location of the individual in organizational structure, (b) positional privileges being viewed as justified or not justified, and (c) teamwork at the division level was warranted. Direct communication with the individuals aided in the development of the coding and analysis system by allowing individual differences to be explored, and cross comparisons of information to be made.

Emergent categories were used to develop coding and analysis systems after careful consideration of all available data. The coding and analysis systems appears, at the present time, to be useful across positional boundaries and in terms of the objectives of the project.

OPINIONNAIRE

The data obtained in this pilot investigation will be presented in four sections for purposes of analysis. These sections will be: (a) Receptionist-Monitor Position Data Analysis, (b) Placement Technician Position Data Analysis, (c) Counselor Position Data Analysis, and (d) Overall Data Analysis.

RECEPTIONIST-MONITOR POSITION DATA ANALYSIS

Analysis of the data obtained from individuals occupying the Receptionist-Monitor position indicate that they view their role as one of routing applicants and aiding in concurrent paperwork. A role which they considered menial in terms of time and effort expended, and importance when compared with the duties performed by the other positions.

It should be noted that two of the three Receptionist-Monitors indicated they would prefer to hold the position of Placement Technician. While all three respondents perceived the Counseling position as privileged, they still viewed it as a position of lesser importance than that of the Placement Technician.

Individuals holding Receptionist-Monitor positions indicated that the greatest cooperation received was from the individuals in the Placement position and the least from that of the Counselors. They stated they did not feel as though staff meetings should be increased in number, but, if they were, that all positions should be represented.

PLACEMENT TECHNICIAN DATA ANALYSIS

Placement Technicians indicated that they view their role as encompassing all aspects of service afforded clients except for routing. They view placement as their primary function. They consider their duties to be equal to, if not greater than, those of the Counseling positions in terms of time and effort expended, and greater than the Counseling position in terms of importance to the operation. Consistent with the feelings of importance, all respondents indicated that, given a choice, they would prefer to hold the Placement Technician position. This preference should be noted as withstanding even with the statement by five of the eight individuals that the Counseling position was privileged.

Placement Technicians indicated that they received the best cooperation from those occupying the Counseling position. Placement Technicians indicated a desire for more staff meetings, and suggested staff meetings consisting of all positions would be advantageous.

Suggested topics were those of public relations, employee relations, and inter-division relations.

COUNSELING POSITION DATA ANALYSIS

Counselors indicated that they view their role as consisting of routing, placement, and counseling; with counseling being the most important and enjoyable duty performed. Those occupying Counseling positions view themselves as expending more time and effort, and performing more important functions than those in the other positions.

The Counselors indicated that their best cooperation was received from those within their own position, and that the least cooperation was received from Placement Technicians. It was indicated that more staff meetings would be advantageous with all positions represented. It is interesting to note that the Counselors did not recognize a need for employee relations or public relations as topics for the staff meetings, but recognized the need for inter-division relations to be considered.

OVERALL DATA ANALYSIS

In looking at the "total picture," it is interesting to note that all respondents indicated that they felt that the ends sought could best be reached through team effort, rather than an operation of independent elements. However, comments, both written and spoken, and responses in regard to: (a) communication and cooperation, and (b) most difficult problem in carrying out functions of the position indicate that the majority of the individuals feel that rather than operating as a team the reverse is often true. The reasons for this appear to be diverse. Analysis indicates that the blame for this is attributed to personnel

behavior, immediate supervisory behavior, and/or distant management behavior. However, there appears to be little response from the individuals as to how these problems might be overcome.

Of prime consideration in dealing with the lack of teamwork and related perceptions is what appears, from the preliminary data, to be non-conception and/or misconception on the part of employees as to the duties and/or functions of those in positions other than their own. This is pointed up by the lack of consistency of job descriptions, rank ordering of the positions in terms of time and effort, and importance; and statements of overlap or duplication of duties and cooperation received.

The public image of Employment Service as perceived by the employees is also of prime importance. Of the 15 individuals used in this pilot investigation, only two indicated that they felt that the public viewed the organization from a favorable position. Contrary to what might be expected, guilt by association was not considered to be the prime reason for this perceived image. Only one individual indicated that the unfavorable image was a result of being viewed as a government agency. It was further noted that change in service was perceived as being a prime factor in changing the unfavorable public image.

The above factor coupled with an unclear conception of whether the clients were pleased with the service received would appear to go far in explaining what was referred to by several respondents as a low morale among the employees.

APPENDIX VI

Opinionnaire

OPINIONNAIRE

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR
EMPLOYMENT SECURITY PERSONNEL

Conducted by
the Division for Continuing Education
University of Missouri-Kansas City

1. Sex

_____ Male

_____ Female

2. Age _____

3. Marital Status

_____ Single

_____ Married

_____ Divorced

_____ Other

4. Educational Attainment

_____ High School Graduate

_____ Some College

_____ B.A. or B.S. Degree

_____ Some Graduate Work

_____ M.A. or M.S. Degree

_____ Some Post-graduate Work

5. Your present position with the Employment Service is:

_____ Receptionist

_____ Counselor

_____ Placement
Technician

Division _____

6. Beginning with your present position, please list below the assignments you have held with the Employment Service.

| | | |
|-------|-------|--------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| | Years | Months |

7. What is the most important function of your present position?

8. What is the least important function of your present position?

9. Please write a brief job description of the following positions:

Receptionist or Monitor _____

Placement Technician _____

Counselor _____

10. Do any of these positions overlap or have duplications in their duties? _____

If so, please indicate what these duplications or overlaps are.

11. Please rank the following positions in order of time and effort expended to assist job applicants or clients (1 indicating most time and effort, 3 indicating least time and effort).

_____ Counselor _____ Placement Technician _____ Receptionist
or Monitor

12. Please rank the following positions in order of importance of service to job applicants or clients (1 indicating most important, 3 indicating least important).

_____ Receptionist _____ Counselor _____ Placement Technician
or Monitor

13. Which of the following positions would you most like to hold?

_____ Placement Technician _____ Receptionist _____ Counselor
or Monitor

14. Do you feel that extra privileges are granted to Counselors, Receptionists or Monitors, or Placement Technicians?

_____ No

_____ Yes If yes, which position? _____

What type of privileges? _____

Are these privileges justified? _____

15. Do you believe that your superiors give equal treatment to Placement Technicians, Counselors, and Receptionists or Monitors?

_____ Yes

_____ No If no, which position is afforded the best treatment?

Please explain _____

16. What do you like most about your position?

17. What do you like least about your position?

18. If you could make any change(s) you wished in the duties of your present position, what would you do differently?

19. What are the most difficult problems you face in your present position?

20. Can Placement Technicians, Receptionists or Monitors, and Counselors best meet the needs of job applicants or clients by operating

_____ as independently as possible

_____ as an integrated team

21. From whom do you receive the best cooperation in working with job applicants or clients?

_____ Placement Technicians

_____ Receptionists
or Monitors

_____ Counselors

What kind of cooperation do you receive? _____

22. From whom do you receive the least cooperation in working with job applicants or clients?

_____ Counselors

_____ Placement Technicians

_____ Receptionists or
Monitors

What kind of cooperation do you desire? _____

23. Does your division operate as a team? _____ Yes

_____ No

24. Should there be more staff meetings? _____ Yes

_____ No

25. Staff meetings should involve

_____ Only persons in like positions (all Counselors in one staff meeting, all Placement Technicians in another, etc.).

_____ Counselors, Placement Technicians, and Receptionists or Monitors meeting together.

_____ Other (Please specify).

26. What topics should be discussed at staff meetings?

27. What type(s) of job applicants or clients are easiest to serve?

Why?

28. What type(s) of job applicants or clients are hardest to serve?

Why?

29. In general, do you feel job applicants or clients are happy with the service they receive from the Employment Service?

____ Yes Why? _____

____ No Why? _____

30. What is your biggest problem in dealing with employers?

31. How could the Employment Service develop a better working relationship with employers?

32. How could the Employment Service persuade more employers to list job openings with the Employment Service?

33. If you could make any change(s) you wished in the operation of the Employment Service, what would you do differently?

34. Is the present public image of the Employment Service

_____ Favorable Why? _____

_____ Unfavorable Why? _____

35. How could the Employment Service develop a better public image?

APPENDIX VII

Attitude Instrument Response Report

ATTITUDE INSTRUMENT RESPONSE REPORT

27 November 1967

| State | Date Mailed | Total Mailed | Mailed By Category | | | Total Returned | | Re |
|--------------|-------------|--------------|--------------------|-----|------|----------------|----|----|
| | | | R-M | C | P.T. | No. | % | |
| Iowa | 17 October | 171 | 34 | 31 | 106 | 115 | 67 | 2 |
| Kansas | 16 October | 250 | 48 | 40 | 162 | 209 | 84 | 3 |
| Missouri | 23 October | 409 | 62 | 107 | 240 | 273 | 67 | 2 |
| Nebraska | 8 November | 141 | 23 | 25 | 93 | 128 | 91 | 1 |
| North Dakota | 23 October | 64 | 12 | 13 | 39 | 41 | 64 | |
| South Dakota | 20 October | 99 | 11 | 14 | 74 | 88 | 89 | 1 |
| | | — | — | — | — | 6* | | — |
| TOTALS | | 1,134 | 190 | 230 | 714 | 860 | 76 | 12 |

*No State Identification

RESPONSE REPORT

1967

| Total Returned | Returns by Category | | | | Total Usable Returns | |
|----------------|---------------------|-----|------|---------------|----------------------|----|
| | R-M | C | P.T. | Not in Sample | No. | % |
| 67 | 22 | 19 | 66 | 8 | 107 | 63 |
| 84 | 37 | 33 | 88 | 51 | 158 | 63 |
| 67 | 24 | 70 | 145 | 34 | 239 | 58 |
| 91 | 19 | 25 | 54 | 30 | 98 | 70 |
| 64 | 8 | 8 | 17 | 8 | 33 | 52 |
| 89 | 11 | 14 | 35 | 28 | 60 | 67 |
| 5* | — | — | — | — | — | — |
| 76 | 121 | 169 | 405 | 159 | 695 | 61 |

APPENDIX VIII

Opinionnaire Data

- 1. Position Numerical Data**
- 2. Full Numerical Data**

APPENDIX VIII

Opinionnaire Data: Position Numerical Data

Data About Personnel
Placement - Interviewers

I Data About Personnel

Placement-Interviewers

1. Sex

| | |
|--------|-----|
| Male | 271 |
| Female | 139 |

2. Age

| | |
|------------|-----|
| 20-29 | 19 |
| 30-39 | 68 |
| 40-49 | 109 |
| 50-59 | 136 |
| 60 + | 57 |
| Uncodeable | 0 |
| No Answer | 21 |

3. Marital Status

| | |
|------------|-----|
| Single | 50 |
| Married | 323 |
| Divorced | 20 |
| Other | 16 |
| Uncodeable | 0 |
| No Answer | 1 |

4. Educational Attainment

| | |
|---------------------|-----|
| High School Diploma | 106 |
| Some College | 193 |
| B.A. - B.S. Degree | 73 |
| Some Graduate Work | 29 |
| M.A. Degree | 9 |
| Uncodeable | 0 |
| No Answer | 0 |

6. Number of Years With
The Employment Service

| | |
|------------|----|
| 1 - 4 | 89 |
| 5 - 9 | 94 |
| 10 -14 | 99 |
| 15 -19 | 54 |
| 20 -24 | 17 |
| 25 -29 | 22 |
| 30 -+ | 27 |
| Uncodeable | 1 |
| No Answer | 7 |

II Attitudes Toward Own Duties

Placement-Interviewers

| | R | P | C | Pw | O | Mp | None | UC | NA |
|------------------------------|----|-----|----|-----|-----|-----|------|----|----|
| 7. Most Important Function | 10 | 348 | 3 | 11 | 68 | 8 | | 10 | 2 |
| 8. Least Important Function | 10 | 10 | 2 | 199 | 72 | | 66 | 17 | 29 |
| 16. Like Most About Position | 2 | 223 | 14 | 1 | 100 | 122 | | 10 | 2 |
| 17. Dislike About Position | 2 | 21 | 2 | 174 | 199 | | 25 | 10 | 13 |

18. Change in Duties

None 72

Away With:

| | |
|----------------|----|
| Routing | 1 |
| Placement | 2 |
| Counseling | 1 |
| Paperwork | 77 |
| Meeting Public | 6 |
| Other | 51 |
| Uncodeable | 27 |
| No Answer | 23 |

Insert:

| | |
|-------------------------------------|-----|
| Education | 3 |
| Closer Contact with Employers | 34 |
| Closer Contact with Other Employees | 1 |
| Increased Paperwork | 5 |
| Other | 131 |
| Uncodeable | 19 |
| No Answer | 14 |

Placement-Interviewers

19. Most Difficult Problems

| | |
|---------------|-----|
| Communication | 12 |
| Cooperation | 5 |
| Job Specific | 283 |
| Management | 14 |
| Other | 0 |
| Uncodeable | 8 |
| No Answer | 10 |
| None | 27 |

III Attitudes Toward Duties of Other Positions

Placement-Interviewers

9. Job Description

| | R | P | C |
|------------------|-----|-----|-----|
| Routing | 334 | 41 | 21 |
| Placement | 6 | 347 | 19 |
| Counseling | 1 | 32 | 347 |
| Paperwork | 143 | 77 | 5 |
| Public Relations | 20 | 32 | 1 |
| Other | 31 | 46 | 13 |
| Uncodeable | 5 | 3 | 11 |
| No Answer | 21 | 4 | 27 |

| | | | | |
|---------|---|-----|-----|-----|
| 11. T&E | 1 | 5 | 244 | 117 |
| UC | 2 | 54 | 134 | 185 |
| 43 | | | | |
| NA | 3 | 325 | 5 | 58 |
| 6 | | | | |

| | | | | |
|----------------|---|-----|-----|-----|
| 12. Importance | 1 | 18 | 314 | 29 |
| UC | 2 | 65 | 46 | 256 |
| 67 | | | | |
| NA | | 286 | 5 | 84 |
| 13 | | | | |

| | | | |
|----------------|---|-----|----|
| 13. Preference | 2 | 324 | 61 |
| UC | | | |
| 4 | | | |
| NA | | | |
| 1 | | | |

Placement-Interviewers

14. Privileges

| | | <u>Position</u> | | <u>Type</u> | | <u>Merit</u> | |
|-----|-----|-----------------|-----|-------------|----|--------------|----|
| No | 281 | R | 9 | Education | 38 | J | 36 |
| | | P | 1 | Pay | 19 | NJ | 68 |
| Yes | 96 | C | 118 | Other | 88 | | |
| UC | 0 | UC | 1 | UC | 0 | UC | 8 |
| NA | 2 | NA | 2 | NA | 0 | NA | 2 |

15. Equal Treatment

| | | <u>Defferential Treatment</u> | | <u>Merit</u> | |
|-----|-----|-----------------------------------|----|--------------|----|
| Yes | 319 | R | 9 | J | 6 |
| No | 74 | P | 8 | NJ | 50 |
| | | C | 54 | | |
| UC | 2 | UC | 3 | UC | 12 |
| NA | 1 | NA | 3 | NA | 14 |

IV Attitudes Toward Communication Within the
Structure of the Employment Service

Placement-Interviewers

10. Position Overlap and Duplication

| | | | |
|------------|-----|------------------------|-----|
| | | <u>With</u> | |
| Yes | 271 | Receptionists | 80 |
| No | 107 | Placement-Interviewers | 221 |
| Uncodeable | 3 | Counselors | 216 |
| No Answer | 9 | Other | 5 |
| | | Uncodeable | 39 |
| | | No Answer | 5 |

21. a. Best Cooperation

| | |
|------------------------|-----|
| Receptionists | 80 |
| Placement-Interviewers | 174 |
| Counselors | 69 |
| All | 76 |
| Uncodeable | 9 |
| No Answer | 28 |

b. Cooperation Received

| | |
|------------|-----|
| Routing | 19 |
| Placement | 101 |
| Counseling | 24 |
| Paperwork | 16 |
| Other | 42 |
| Uncodeable | 122 |
| No Answer | 25 |

Placement-Interviewers

22. a. Least Cooperation

| | |
|------------------------|-----|
| Receptionists | 56 |
| Placement-Interviewers | 31 |
| Counselors | 119 |
| None | 60 |
| Uncodeable | 14 |
| No Answer | 62 |

b. Cooperation Desired

| | |
|------------|----|
| Routing | 21 |
| Placement | 21 |
| Counseling | 31 |
| Paperwork | 20 |
| Other | 72 |
| Uncodeable | 50 |
| No Answer | 32 |

20. Suggested Operation

| | |
|---------------|-----|
| Independently | 5 |
| As a Team | 399 |
| Uncodeable | 0 |
| No Answer | 3 |

23. Operation as a Team

| | |
|------------|-----|
| Yes | 358 |
| No | 31 |
| Uncodeable | 4 |
| No Answer | 5 |

Placement-Interviewers

24. Staff Meeting Increase

| | |
|------------|-----|
| Yes | 181 |
| No | 202 |
| Uncodeable | 4 |
| No Answer | 4 |

25. Staff Meeting Attendance

| | |
|------------------------|-----|
| Positions Separate | 34 |
| All Positions Together | 328 |
| Other | 58 |
| Uncodeable | 3 |
| No Answer | 2 |

26. Staff Meeting Topics

| | |
|-------------------------|-----|
| Training | 154 |
| New Procedures | 167 |
| Public Relations | 15 |
| Employee Relations | 102 |
| Interdivision Relations | 44 |
| Other | 143 |
| Uncodeable | 18 |
| No Answer | 8 |

2

V Attitudes Toward Organization and
Practices of the Employment Service

Placement-Interviewers

33. Changes in Operation of Employment Service

| | |
|---------------------|-----|
| None | 23 |
| Cooperation | 13 |
| Communication | 29 |
| Personnel Behavior | 20 |
| Management Behavior | 93 |
| Physical Changes | 62 |
| Paperwork Changes | 84 |
| Other | 149 |
| Uncodeable | 23 |
| No Answer | 22 |

Placement-Interviewers

34. a. Image of Employment Service

| b. Reason | <u>Favorable</u> 162 | <u>Unfavorable</u> 145 |
|---|-------------------------|---------------------------|
| Government Agency | 2 | 27 |
| Service | 79 | 23 |
| Employer-Employment Service Relations | 34 | 7 |
| Applicants-Employment Service Relations | 26 | 8 |
| Applicants | 2 | 21 |
| Other | 34 | 79 |
| Uncodeable | 52 | 16 |
| No Answer | 28 | 8 |

35. Way to Improve Image

| | |
|--|-----|
| Nothing | 1 |
| Education | 112 |
| Service | 88 |
| Personnel Relations | 14 |
| Personnel Behaviors: Employer, Applicant | 48 |
| Change Unemployment Image | 25 |
| Physical Changes | 24 |
| Public Relations | 158 |
| Other | 85 |
| Uncodeable | 18 |
| No Answer | 22 |

VI Attitudes Toward Clients

Placement-Interviewers

| | | | | | | | | |
|------------------------------|--------|--------------|--------------|------|------|-----|----|----|
| | S&E | Age | Sex | Race | Att. | O | UC | NA |
| 27. Applicants Easy to Serve | 271 | 32 | 9 | 2 | 135 | 100 | 11 | 5 |
| <hr/> | | | | | | | | |
| 28. Applicants Hard to Serve | 245 | 79 | 13 | 4 | 147 | 164 | 6 | 3 |
| <hr/> | | | | | | | | |
| | Demand | Att. of E | Att. of C | | O | UC | NA | |
| 27. Reason Easy | 137 | 50 | 131 | | 56 | 13 | 29 | |
| <hr/> | | | | | | | | |
| 28. Reason Hard | 78 | 87 | 160 | | 85 | 14 | 23 | |

29. Applicants Happy

| | Yes | No |
|--|-----|----|
| b. Reason | 274 | 65 |
| Job | 92 | 19 |
| Employer-Applicant Relations | 3 | 4 |
| Employment Service-Applicant Relations | 146 | 15 |
| Other | 56 | 29 |
| Uncodeable | 38 | 9 |
| No Answer | 8 | 2 |

VII Attitudes Toward Employers

Placement-Interviewers

30. Biggest Problem with Employers

| | |
|------------------------------|-----|
| None | 34 |
| Employment Service Personnel | 8 |
| Applicants | 51 |
| Unreasonable Specifications | 139 |
| Desired Speed | 19 |
| Past Image | 23 |
| Other | 171 |
| Uncodeable | 7 |
| No Answer | 7 |

31. Development of Better Employment Service-Employer Relations

| | |
|------------------------------|-----|
| Employment Service Personnel | 44 |
| Applicants | 49 |
| Speed | 18 |
| Desired Specifications | 14 |
| Image | 7 |
| Public Relations | 186 |
| Other | 134 |
| Uncodeable | 18 |
| No Answer | 9 |

Placement-Interviewers

32. Way to increase Listings

| | |
|-----------------------------------|-----|
| Closer Cooperation with Employers | 236 |
| Greater Range of Applicants | 30 |
| Speed of Service | 25 |
| Better General Image | 61 |
| Other | 127 |
| Uncodeable | 19 |
| No Answer | 13 |

Data About Personnel

Receptionists

I Data About Personnel

Receptionists

1. Sex

| | |
|--------|-----|
| Male | 6 |
| Female | 109 |

2. Age

| | |
|------------|----|
| 20-29 | 33 |
| 30-39 | 12 |
| 40-49 | 32 |
| 50-59 | 23 |
| 60-+ | 10 |
| Uncodeable | 0 |
| No Answer | 0 |

3. Marital Status

| | |
|------------|----|
| Single | 16 |
| Married | 84 |
| Divorced | 7 |
| Other | 8 |
| Uncodeable | 0 |
| No Answer | 0 |

4. Educational Attainment

| | |
|---------------------|----|
| High School Diploma | 53 |
| Some College | 56 |
| B.A. - B.S. Degree | 4 |
| Some Graduate Work | 2 |
| M.A. Degree | 0 |
| Uncodeable | 0 |
| No Answer | 0 |

6. Number Of Years With
The Employment Service

| | |
|------------|----|
| 1 - 4 | 37 |
| 5 - 9 | 29 |
| 10 -14 | 24 |
| 15 -19 | 13 |
| 20 -24 | 5 |
| 25 -29 | 4 |
| 30 -+ | 2 |
| Uncodeable | 1 |
| No Answer | 1 |

II Attitudes Toward Own Duties Receptionists

| | R | P | C | Pw | O | Mp | None | UC | NA |
|------------------------------|----|----|---|----|----|----|------|----|----|
| 7. Most Important Function | 47 | 11 | 1 | 48 | 13 | 30 | | 5 | 1 |
| 8. Least Important Function | 5 | 6 | 0 | 47 | 19 | | 21 | 7 | 13 |
| 16. Like Most About Position | 9 | 18 | 3 | 28 | 30 | 68 | | 9 | 1 |
| 17. Dislike About Position | 1 | 3 | 0 | 48 | 47 | | 10 | 8 | 2 |

18. Change In Duties

None 0

Away With:

| | |
|----------------|----|
| Routing | 0 |
| Placement | 1 |
| Counseling | 0 |
| Paperwork | 23 |
| Meeting Public | 1 |
| Other | 9 |
| Uncodeable | 11 |
| No Answer | 7 |

Insert:

| | |
|-------------------------------------|----|
| Education | 0 |
| Closer Contact with Employers | 0 |
| Closer Contact with Other Employees | 1 |
| Increased Paperwork | 7 |
| Other | 27 |
| Uncodeable | 9 |
| No Answer | 7 |

Receptionists

19. Most Difficult Problems

| | |
|---------------|----|
| None | 17 |
| Communication | 13 |
| Cooperation | 7 |
| Job Specific | 64 |
| Management | 1 |
| Other | 10 |
| Uncodeable | 4 |
| No Answer | 7 |

III Attitudes Toward Duties of Other Positions Receptionists

9. Job Description

| | | R | P | C |
|--------------------------------------|------------------|------|----|----|
| | Routing | 95 | 6 | 3 |
| | Placement | 3 | 89 | 1 |
| | Counseling | 0 | 0 | 94 |
| | Paperwork | 54 | 9 | 1 |
| | Public Relations | 20 | 5 | 1 |
| | Other | 8 | 4 | 1 |
| | Uncodeable | 1 | 6 | 4 |
| | No Answer | 2 | 14 | 15 |
| //////////////////////////////////// | | | | |
| 11. | T & E | 1 12 | 51 | 38 |
| | UC | | | |
| | 37 | 2 19 | 47 | 35 |
| | NA | | | |
| | 7 | 3 70 | 1 | 28 |
| //////////////////////////////////// | | | | |
| 12. | Importancel | 1 24 | 53 | 21 |
| | UC | | | |
| | 43 | 2 18 | 40 | 40 |
| | NA | | | |
| | 7 | 3 57 | 4 | 37 |
| //////////////////////////////////// | | | | |
| 13. | Preference | 54 | 44 | 17 |
| | UC | | | |
| | 1 | | | |
| | NA | | | |
| | 0 | | | |

Receptionists

14. Privileges

| | | <u>Position</u> | | <u>Type</u> | | <u>Merit</u> | |
|-----|----|-----------------|----|-------------|----|--------------|----|
| No | 90 | R | 2 | Education | 7 | J | 16 |
| | | P | 3 | Pay | 2 | NJ | 13 |
| Yes | 23 | C | 18 | Other | 15 | | |
| UC | 1 | UC | 1 | UC | 0 | UC | 2 |
| NA | 1 | NA | 1 | NA | 0 | NA | 0 |

15. Equal Treatment

| | | <u>Defferential Treatment</u> | | <u>Merit</u> | |
|-----|----|-------------------------------|---|--------------|---|
| Yes | 89 | R | 1 | J | 2 |
| No | 16 | P | 4 | NJ | 8 |
| | | C | 7 | | |
| UC | 0 | UC | 2 | UC | 3 |
| NA | 1 | NA | 0 | NA | 1 |

IV Attitudes Toward Communication Within the
Structure of the Employment Service

Receptionists

10. Position Overlap and Duplication

| | | | |
|------------|----|-----------------------|----|
| | | <u>With</u> | |
| Yes | 56 | Receptionists | 24 |
| No | 42 | Placement Technicians | 49 |
| Uncodeable | 3 | Counselors | 44 |
| No Answer | 13 | Other | 2 |
| | | Uncodeable | 13 |
| | | No Answer | 8 |

21. a. Best Cooperation

| | |
|-----------------------|----|
| Receptionist | 1 |
| Placement Technicians | 59 |
| Counselors | 16 |
| All | 26 |
| Uncodeable | 3 |
| No Answer | 14 |

b. Cooperation Received

| | |
|------------|----|
| Routing | 4 |
| Placement | 10 |
| Counseling | 12 |
| Paperwork | 6 |
| Other | 17 |
| Uncodeable | 41 |
| No Answer | 10 |

Receptionists

22. a. Least Cooperation

| | |
|-----------------------|----|
| Receptionist | 2 |
| Placement Technicians | 14 |
| Counselors | 31 |
| None | 19 |
| Uncodeable | 7 |
| No Answer | 44 |

b. Cooperation Desired

| | |
|------------|----|
| Routing | 0 |
| Placement | 6 |
| Counseling | 6 |
| Paperwork | 7 |
| Other | 20 |
| Uncodeable | 49 |
| No Answer | 36 |

20. Suggested Operation

| | |
|---------------|-----|
| Independently | 3 |
| As a Team | 112 |
| Uncodeable | 0 |
| No Answer | 0 |

22. Operation as a Team

| | |
|------------|----|
| Yes | 98 |
| No | 15 |
| Uncodeable | 1 |
| No Answer | 0 |

Receptionists

24. Staff Meeting Increase

| | |
|------------|----|
| Yes | 53 |
| No | 57 |
| Uncodeable | 4 |
| No Answer | 1 |

25. Staff Meeting Attendance

| | |
|------------------------|----|
| Positions Separate | 5 |
| All Positions Together | 95 |
| Other | 16 |
| Uncodeable | 2 |
| No Answer | 0 |

26. Staff Meeting Topics

| | |
|-------------------------|----|
| Training | 20 |
| New Procedures | 61 |
| Public Relations | 9 |
| Employee Relations | 29 |
| Interdivision Relations | 22 |
| Other | 25 |
| Uncodeable | 6 |
| No Answer | 8 |

V Attitudes Toward Organization and
Practices of the Employment Service

Receptionists

33. Changes in Operation of Employment Service

| | |
|---------------------|----|
| None | 10 |
| Cooperation | 11 |
| Communication | 12 |
| Personnel Behavior | 8 |
| Management Behavior | 15 |
| Physical Changes | 20 |
| Paperwork Changes | 25 |
| Other | 13 |
| Uncodeable | 12 |
| No Answer | 16 |

Receptionists

34. a. Image of Employment Service

| | <u>Favorable</u> 54 | <u>Unfavorable</u> 23 |
|---|------------------------|--------------------------|
| b. Reason | | |
| Government Agency | 1 | 1 |
| Service _____ | 34 | 7 |
| Employer-Employment Service Relations | 11 | 7 |
| Applicants-Employment Service Relations | 15 | 5 |
| Applicants | 2 | 2 |
| Other | 4 | 4 |
| Uncodeable | 20 | 11 |
| No Answer | 13 | 6 |

35. Way to Improve Image

| | |
|--|----|
| Nothing | |
| Education | 2 |
| Service | 14 |
| Personnel Relations | 23 |
| Personnel Behaviors: Employer, Applicant | 6 |
| Change Unemployment Image | 14 |
| Physical Changes | 2 |
| Public Relations | 9 |
| Other | |
| Uncodeable | 12 |
| No Answer | 15 |

VI Attitudes Toward Clients

Receptionists

| | | | | | | | | |
|------------------------------|-----|-----|-----|------|------|----|----|----|
| | S&E | Age | Sex | Race | Att. | O | UC | NA |
| 27. Applicants Easy to Serve | 63 | 25 | 5 | 0 | 31 | 17 | 3 | 9 |
| 28. Applicants Hard to Serve | 51 | 28 | 4 | 1 | 30 | 34 | 4 | 9 |

| | | | | | | |
|-----------------|--------|--------------|--------------|----|----|----|
| | Demand | Att. of E | Att. of C | O | UC | NA |
| 27. Reason Easy | 22 | 9 | 49 | 14 | 5 | 16 |
| 28. Reason Hard | 19 | 20 | 55 | 18 | 7 | 7 |

29. Applicants Happy

b. Reason

| | Yes | No |
|--|-----|----|
| | 94 | 15 |
| Job | 21 | 4 |
| Employer-Applicant Relations | 3 | 0 |
| Employment Service-Applicant Relations | 35 | 10 |
| Other | 7 | 5 |
| Uncodeable | 23 | 2 |
| No Answer | 7 | 1 |

VII Attitudes Toward Employers

Receptionists

30. Biggest Problem with Employers

| | |
|------------------------------|----|
| None | 19 |
| Employment Service Personnel | 1 |
| Applicants | 12 |
| Unreasonable Specifications | 16 |
| Desired Speed | 10 |
| Past Image | 4 |
| Other | 25 |
| Uncodeable | 21 |
| No Answer | 6 |

31. Development of Better Employment Service-Employer Relations

| | |
|------------------------------|----|
| Employment Service Personnel | 5 |
| Applicants | 16 |
| Speed | 6 |
| Desired Specifications | 9 |
| Image | 2 |
| Public Relations | 42 |
| Other | 18 |
| Uncodeable | 16 |
| No Answer | 9 |

Receptionists

32. Way to Increase Listings

| | |
|-----------------------------------|----|
| Closer Cooperation with Employers | 51 |
| Greater Range of Applicants | 3 |
| Speed of Service | 9 |
| Better General Image | 19 |
| Other | 23 |
| Uncodeable | 9 |
| No Answer | 16 |

Data About Personnel

Counselors

I Data About Personnel

Counselors

1. Sex

| | |
|--------|-----|
| Male | 107 |
| Female | 62 |

2. Age

| | |
|------------|----|
| 20-29 | 43 |
| 30-39 | 47 |
| 40-49 | 30 |
| 50-59 | 38 |
| 60-+ | 7 |
| Uncodeable | 0 |
| No Answer | 4 |

3. Marital Status

| | |
|------------|-----|
| Single | 30 |
| Married | 118 |
| Divorced | 12 |
| Other | 9 |
| Uncodeable | 0 |
| No Answer | 0 |

4. Educational Attainment

| | |
|---------------------|----|
| High School Diploma | 1 |
| Some College | 11 |
| B.A. - B.S. Degree | 32 |
| Some Graduate Work | 88 |
| M.A. Degree | 44 |
| Uncodeable | 0 |
| No Answer | 0 |

6. Number Of Years With The
Employment Service

| | |
|------------|----|
| 1 - 4 | 45 |
| 5 - 9 | 75 |
| 10 -14 | 28 |
| 15 -19 | 10 |
| 20 -24 | 4 |
| 25 -29 | 2 |
| 30 -+ | 2 |
| Uncodeable | 2 |
| No Answer | 1 |

II Attitudes Toward Own Duties

Counselors

| | R | P | C | Pw | O | Mp | None | UC | NA |
|------------------------------|---|----|-----|----|----|----|------|----|----|
| 7. Most Important Function | 2 | 15 | 146 | 2 | 9 | | | 3 | 1 |
| 8. Least Important Function | 4 | 10 | 3 | 87 | 34 | | 5 | | 14 |
| 16. Like Most About Position | 1 | 12 | 105 | | 53 | 38 | | | 2 |
| 17. Dislike About Position | | 3 | 3 | 88 | 90 | | | 2 | 4 |

18. Change in Duties

None 12

Away With:

| | |
|----------------|-----|
| Routing | 1 |
| Placement | 6 |
| Counseling | 0 |
| Paperwork | 266 |
| Meeting Public | 0 |
| Other | 39 |
| Uncodeable | 3 |
| No Answer | 8 |

Insert:

| | |
|-------------------------------------|----|
| Education | 2 |
| Closer Contact with Employers | 11 |
| Closer Contact with Other Employees | 7 |
| Increased Paperwork | 1 |
| Other | 47 |
| Uncodeable | 3 |
| No Answer | 5 |

Counselors

19 Most Difficult Problem

| | |
|---------------|-----|
| Communication | 19 |
| Cooperation | 12 |
| Job Specific | 108 |
| Management | 22 |
| Other | 28 |
| Uncodeable | 1 |
| No Answer | 7 |
| None | 3 |

III Attitudes Toward Duties of Other Positions

Counselors

9. Job Description

| | | R | P | C |
|--------------------------------------|---|-----|-----|-----|
| Routing | | 148 | 23 | 11 |
| Placement | | 0 | 127 | 15 |
| Counseling | | 1 | 6 | 158 |
| Paperwork | | 42 | 10 | 3 |
| Public Relations | | 9 | 11 | 3 |
| Other | | 5 | 12 | 10 |
| Uncodeable | | 6 | 4 | 1 |
| No Answer | | 5 | 4 | 2 |
| //////////////////////////////////// | | | | |
| 11. T&E | 1 | 1 | 23 | 125 |
| UC | | | | |
| 15 | 2 | 3 | 130 | 20 |
| NA | | | | |
| 5 | 3 | 154 | 1 | 4 |
| //////////////////////////////////// | | | | |
| 12. Importance | 1 | 6 | 58 | 76 |
| UC | | | | |
| 33 | 2 | 5 | 75 | 63 |
| NA | | | | |
| 8 | 3 | 138 | 7 | 1 |
| //////////////////////////////////// | | | | |
| 13. Preference | | 0 | 6 | 161 |

UC
0

NA
2

Counselors

14. Privileges

| | | <u>Position</u> | | <u>Type</u> | | <u>Merit</u> | |
|-----|-----|-----------------|----|-------------|----|--------------|----|
| No | 128 | R | 3 | Education | 17 | J | 32 |
| | | P | 4 | Pay | 1 | NJ | 8 |
| Yes | 39 | C | 35 | Other | 25 | | |
| UC | 0 | UC | 2 | UC | 0 | UC | 2 |
| NA | 1 | NA | 0 | NA | 0 | NA | 0 |

15. Equal Treatment

| | | <u>Defferential Treatment</u> | | <u>Merit</u> | |
|-----|-----|-----------------------------------|----|--------------|----|
| Yes | 131 | R | 6 | J | 5 |
| No | 31 | P | 14 | NJ | 13 |
| | | C | 7 | | |
| UC | 5 | UC | 2 | UC | 9 |
| NA | 1 | NA | 3 | NA | 5 |

IV Attitudes Toward Communication Within the
Structure of the Employment Service

Counselors

10. Position Overlap and Duplication

| | | <u>With</u> | |
|------------|-----|------------------------|-----|
| Yes | 117 | Receptionists | 42 |
| No | 34 | Placement-Interviewers | 103 |
| Uncodeable | 3 | Counselors | 100 |
| No Answer | 9 | Other | 1 |
| | | Uncodeable | 25 |
| | | No Answer | 2 |

21. a. Best Cooperation

| | |
|------------------------|-----|
| Receptionists | 23 |
| Placement-Interviewers | 174 |
| Counselors | 52 |
| All | 14 |
| Uncodeable | 6 |
| No Answer | 13 |

b. Cooperation Received

| | |
|------------|----|
| Routing | 15 |
| Placement | 36 |
| Counseling | 35 |
| Paperwork | 2 |
| Other | 19 |
| Uncodeable | 56 |
| No Answer | 18 |

Counselors

22. a. Least Cooperation

| | |
|------------------------|----|
| Receptionists | 43 |
| Placement-Interviewers | 63 |
| Counselors | 7 |
| None | 10 |
| Uncodeable | 27 |
| No Answer | 32 |

b. Cooperation Desired

| | |
|------------|----|
| Routing | 16 |
| Placement | 37 |
| Counseling | 2 |
| Paperwork | 7 |
| Other | 26 |
| Uncodeable | 49 |
| No Answer | 33 |

20. Suggested Operation

| | |
|---------------|-----|
| Independently | 2 |
| As a Team | 163 |
| Uncodeable | 0 |
| No Answer | 3 |

23. Operation as a Team

| | |
|------------|-----|
| Yes | 123 |
| No | 36 |
| Uncodeable | 6 |
| No Answer | 2 |

Counselors

24. Staff Meeting Increase

| | |
|------------|-----|
| Yes | 103 |
| No | 56 |
| Uncodeable | 4 |
| No Answer | 2 |

25. Staff Meeting Attendance

| | |
|------------------------|-----|
| Positions Separate | 16 |
| All Positions Together | 117 |
| Other | 46 |
| Uncodeable | 1 |
| No Answer | 3 |

26. Staff Meeting Topics

| | |
|-------------------------|----|
| Training | 27 |
| New Procedures | 57 |
| Public Relations | 11 |
| Interdivision Relations | 33 |
| Other | 74 |
| Uncodeable | 7 |
| No Answer | 7 |

VI Attitudes Toward Clients

Counselors

| | S&E | Age | Sex | Race | Att. | O | UC | NA |
|------------------------------|-----|-----|-----|------|------|----|----|----|
| 27. Applicants Easy to Serve | 104 | 35 | 10 | 5 | 67 | 46 | 6 | 6 |
| 28. Applicants Hard to Serve | 85 | 50 | 12 | 9 | 60 | 71 | 4 | 6 |

| | Demand | Att. of E | Att. of C | O | UC | NA |
|-----------------|--------|--------------|--------------|----|----|----|
| 27. Reason Easy | 51 | 12 | 70 | 38 | 10 | 17 |
| 28. Reason Hard | 34 | 28 | 70 | 44 | 10 | 20 |

29. Applicants Happy

| | |
|-----|----|
| Yes | No |
| 63 | 38 |

b. Reason

| | | |
|--|----|----|
| Job | 23 | 22 |
| Employer-Applicant Relations | 2 | 1 |
| Employment Service-Applicant Relations | 39 | 31 |
| Other | 13 | 16 |
| Uncodeable | 25 | 11 |
| No Answer | 5 | 3 |

VII Attitudes Toward Employers

Counselors

30. Biggest Problem with Employers

| | |
|------------------------------|----|
| None | 9 |
| Employment Service Personnel | 2 |
| Applicants | 24 |
| Unreasonable Specifications | 59 |
| Desired Speed | 1 |
| Past Image | 11 |
| Other | 43 |
| Uncodeable | 36 |
| No Answer | 5 |

31. Development of Better Employment Service-Employer Relations

| | |
|------------------------------|----|
| Employment Service Personnel | 17 |
| Applicants | 23 |
| Speed | 6 |
| Desired Specifications | 8 |
| Image | 1 |
| Public Relations | 90 |
| Other | 51 |
| Uncodeable | 9 |
| No Answer | 7 |

Counselors

32. Way to Increase Listings

| | |
|-----------------------------------|-----|
| Closer Cooperation with Employers | 102 |
| Greater Range of Applicants | 8 |
| Speed of Service | 20 |
| Better General Image | 30 |
| Other | 62 |
| Uncodeable | 9 |
| No Answer | 9 |

V Attitudes Toward Organization and
Practices of the Employment Service
Counselors

33. Changes in Operation of Employment Service

| | |
|---------------------|----|
| None | 0 |
| Cooperation | 15 |
| Communication | 24 |
| Personnel Behavior | 29 |
| Management Behavior | 43 |
| Physical Changes | 27 |
| Paperwork Changes | 33 |
| Other | 82 |
| Uncodeable | 7 |
| No Answer | 12 |

7

Counselors

34. a. Image of Employment Service'

| | <u>Favorable</u> 26 | <u>Unfavorable</u> 53 |
|---|------------------------|--------------------------|
| b. Reason | | |
| Government Agency | 0 | 15 |
| Service | 28 | 24 |
| Employer-Employment Service Relations | 6 | 20 |
| Applicants-Employment Service Relations | 2 | 11 |
| Applicants | 0 | 2 |
| Other | 10 | 36 |
| Uncodeable | 26 | 6 |
| No Answer | 8 | 5 |

35. Way to Improve Image

| | |
|--|----|
| Nothing | 0 |
| Education | 28 |
| Service | 38 |
| Personnel Relations | 8 |
| Personnel Behaviors: Employer, Applicant | 21 |
| Change Unemployment Image | 12 |
| Physical Changes | 11 |
| Public Relations | 75 |
| Other | 53 |
| Uncodeable | 9 |
| No Answer | 9 |

APPENDIX VIII

Opinionnaire Data: Full Numerical Data

FULL NUMERICAL

Coding Key

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | SD | 24 | | 3 | 9 | 6 | 5 | | 5 | 19 | | | 1 | 14 | 7 | 2 | | 10 | 4 | 6 | 3 | 1 | | | | |
| | ND | 13 | | 1 | 5 | 4 | 3 | | 4 | 9 | | | 1 | 11 | 1 | | | 7 | 4 | 2 | | | | | | |
| | K | 68 | | 2 | 6 | 22 | 27 | 11 | 2 | 57 | 3 | 4 | 19 | 36 | 9 | 2 | 2 | 19 | 20 | 17 | 6 | 2 | 3 | | | |
| | M | 85 | | 2 | 15 | 26 | 28 | 10 | 4 | 76 | 4 | | 32 | 43 | 6 | 2 | 3 | 29 | 25 | 20 | 4 | 3 | | | | |
| | N | 7 | | 2 | | 1 | 4 | | 6 | | 1 | | 2 | 2 | 3 | | | 4 | 1 | | 1 | | 1 | | | |
| | I | 7 | | 2 | 2 | 2 | 1 | | 3 | 3 | 1 | | | | 6 | 1 | | 1 | 3 | 1 | 2 | | | | | |
| | SD | 3 | | | 1 | 1 | 1 | | 2 | 1 | | | 1 | 2 | | | | 1 | | 2 | | | | | | |
| ND | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 11 | | | | 2 | 8 | 1 | 1 | 5 | 2 | 3 | | | 2 | 5 | 13 | 1 | 4 | 4 | 1 | | | | 1 | | |
| M | 34 | | 14 | 6 | 4 | 7 | 2 | 10 | 14 | 2 | 5 | | | 6 | 9 | 14 | 2 | 10 | 12 | 6 | | 2 | 2 | 1 | | |
| Counselors | N | 19 | | 4 | 4 | 7 | 3 | | 4 | 14 | 1 | | | 1 | 5 | 9 | 11 | 5 | 11 | 1 | 1 | 1 | | | | |
| | I | 11 | | 2 | 7 | 2 | | | 1 | 10 | | | | | | | 11 | | 1 | 5 | 5 | | | | | |
| | SD | 11 | | 2 | 5 | 3 | 1 | | 1 | 9 | 1 | | | | 1 | 7 | 3 | 3 | 6 | 3 | | | | | | |
| | ND | 8 | | | 4 | 2 | | | | 7 | 1 | | | | 1 | 1 | 6 | | 3 | 3 | 2 | | | | | |
| | K | 22 | | 6 | 2 | 4 | 8 | 2 | 1 | 21 | | | | 1 | 1 | 6 | 10 | 4 | 6 | 13 | 1 | 2 | | | | |
| | M | 36 | | 11 | 16 | 2 | 5 | 1 | 9 | 24 | 3 | | | | | 6 | 21 | 19 | 12 | 14 | 3 | | | | | |

II Attitudes Toward Own Duties

| | | S | 1 | 7 | | | | | | 8 | | | | | | 10 | | | | | | 17 | | | | | | | | | | | | |
|---------------|-----------------------|----|----|----|----|----|----|---|----|----|----|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|---|---|---|----|----|----|----|---|
| | | | M | F | R | P | C | P | W | M | P | O | N | R | P | C | P | W | O | R | P | C | P | W | M | P | O | N | R | P | C | P | W | O |
| Receptionists | N | | 19 | | 8 | | | | 7 | 9 | 1 | | 2 | 1 | | | | 11 | 2 | | 7 | | 6 | 13 | | | 1 | 1 | 1 | | | 11 | 6 | |
| | I | | 21 | | 7 | 2 | | | 7 | 8 | 7 | | 2 | 2 | | | | 11 | 4 | | 2 | 1 | 3 | 13 | 5 | | 2 | | 1 | | | 10 | 8 | |
| | SD | | 10 | | 7 | 2 | | | 5 | 2 | 1 | | 5 | | 2 | | | 2 | 2 | | 2 | | 5 | 5 | 3 | | | | | | | 5 | 4 | |
| | ND | | 7 | | 6 | 2 | | | 1 | | | | | | 1 | | | 5 | 1 | | 3 | | 3 | 5 | 2 | 1 | | 1 | | | | 5 | | |
| | K | | 30 | | 8 | 1 | | | 19 | 4 | 1 | | 6 | 1 | 1 | | | 7 | 6 | | 2 | 5 | 1 | 9 | 17 | 6 | 4 | | | | | 9 | 13 | |
| | M | | 22 | | 16 | 1 | | | 9 | 6 | 2 | | 4 | 1 | 1 | | | 10 | 3 | | 4 | | | 2 | 13 | 11 | 2 | | | | | 6 | 14 | |
| | ND | | 1 | | | 1 | | | | | | | | | | | | 1 | | | | | | | | | | | | | | | | |
| | K | | 3 | | 1 | 1 | | | | | 1 | 1 | 1 | | | | | | 1 | | | 2 | 1 | | 1 | 2 | | | | | | | 1 | 2 |
| | M | | 2 | | | 1 | 1 | | | | | | 1 | | 1 | | | | | | | | | | | 1 | | | | | | | 1 | |
| | Placement Technicians | N | | 15 | | 2 | 13 | | | | 1 | 2 | 6 | | | | | | 7 | 1 | | 12 | 3 | | 7 | | 2 | | | | | | 10 | 6 |
| I | | | 28 | | | 20 | | 2 | | | 2 | 2 | | | | | | 17 | 1 | | 17 | 1 | | 2 | 7 | | | | | | | 15 | 11 | |
| SD | | | 12 | | | 11 | 1 | | | | 5 | | 1 | 2 | | | | 6 | | | 8 | 1 | | 4 | 3 | 1 | | 2 | | | | 6 | 8 | |
| ND | | | 5 | | | 4 | | | | | 1 | | | | | | | 2 | 2 | | 3 | 1 | | 3 | 2 | | | 1 | | | | 4 | | |
| K | | | 24 | | | 10 | | 2 | | 3 | 5 | 1 | 1 | | | | | 13 | 2 | | 17 | 1 | | 11 | 1 | 2 | | | | | 12 | 13 | | |
| M | | | 61 | | 2 | 55 | | | 1 | 6 | 5 | 1 | 1 | | | | | 41 | 5 | | 44 | 1 | | 12 | 15 | 5 | | 5 | | | 25 | 32 | | |
| N | | | 36 | | | 29 | | 2 | 2 | 10 | 4 | | 1 | | | | | 13 | 1 | | 23 | 2 | 1 | 9 | 10 | 2 | | | | | 15 | 16 | | |
| I | | | 45 | | | 2 | 40 | | 1 | 1 | 8 | 2 | 1 | | | | | 24 | 9 | | 35 | 2 | | 12 | 8 | | 2 | 2 | 1 | 21 | 20 | | | |
| SD | | | 24 | | | 16 | | | | 11 | 5 | 3 | 3 | | | | | 4 | 6 | | 14 | 1 | | 10 | 11 | 1 | 2 | | | | 9 | 12 | | |
| ND | | | 13 | | | 12 | | 1 | | 2 | 1 | 1 | 2 | | | | | 6 | 2 | | 8 | | | 5 | 5 | | | | | | 3 | 10 | | |
| Counselors | K | | 68 | | 2 | 57 | 2 | 3 | 1 | 3 | 15 | 1 | | | | | 12 | 5 | 17 | 30 | | | 22 | 15 | 3 | | 8 | | | 22 | 31 | | | |
| | M | | 85 | | 2 | 72 | | | 2 | 10 | 18 | 1 | | | | | 1 | 41 | 16 | | 52 | 1 | | 25 | 23 | 9 | | 1 | 1 | 36 | 38 | | | |
| | N | | 7 | | | 2 | 5 | | | | | 1 | | | | | | 4 | 3 | | | 6 | | 3 | 1 | 1 | | | | | 2 | 4 | | |
| | I | | 11 | | | | 7 | | | | | | | 1 | | | | 5 | 2 | | 7 | | | 1 | | | | | | | 4 | 4 | | |
| | SD | | 3 | | | | 3 | | | 1 | | | | | | | | 3 | | | | 1 | | | 2 | | | | | | 3 | 1 | | |
| | ND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | | 10 | | 1 | 2 | 8 | 1 | | | 2 | | | | | | | 1 | 7 | 2 | | 1 | 5 | | 7 | 1 | | 1 | | | 7 | 5 | | |
| | M | | 34 | | | 2 | 30 | | | 2 | | | | | | | | 1 | 27 | 4 | | 1 | 20 | | 7 | 12 | | | | | 15 | 22 | | |
| | N | | 19 | | | 4 | 13 | 1 | | 2 | 2 | | 1 | | | | | 10 | 6 | | 1 | 4 | 11 | | 4 | 17 | | 1 | 1 | | 9 | 8 | | |
| | I | | 11 | | | | 10 | | | | | | | | | | | | | 2 | | | 8 | | | 3 | | | | | 7 | 5 | | |
| SD | | 11 | | | | 11 | | | | | 3 | 3 | | | | | 6 | 1 | | 1 | 7 | | 2 | 7 | | | | | | 5 | 6 | | | |
| ND | | 8 | | | | 8 | | | 1 | | | 1 | | | | | 7 | 1 | | | 8 | | | | | | | | | 4 | 4 | | | |
| K | | 22 | | | 3 | 19 | | | | | 1 | 1 | 3 | 1 | | | 10 | 3 | | 3 | 14 | | 6 | 5 | | | | | 1 | 13 | 12 | | | |
| M | | 38 | | | 1 | 2 | 32 | | | 1 | 1 | | 1 | | | | 8 | 9 | | | 2 | 18 | | 8 | 15 | | | 1 | 1 | | 17 | 13 | | |

Receptionists

Placement Technicians

Counselors

| | | 18 | | | | | | | | | | 19 | | | | | | | | | |
|----|----|----|----|---|---|---|----|---|----|---|---|----|---|----|----|----|---|----|----|----|--|
| S | | A | | | | | | | | | | I | | | | | | | | | |
| | | M | F | N | R | P | C | P | M | O | 1 | 2 | 3 | N | M | C | P | J | S | O | |
| N | I | 19 | 4 | | 1 | | 5 | | 1 | | | | | 2 | 2 | 2 | 2 | 13 | | | |
| | SD | 21 | | | | | 5 | | 2 | | | | 2 | 4 | 5 | 4 | 3 | 10 | | | |
| | ND | 10 | 3 | | | | 1 | | 1 | | | 1 | 3 | 2 | 2 | 1 | | 6 | 1 | | |
| | K | 7 | 5 | | | | 1 | | | | | | | | 1 | 1 | | 2 | 3 | | |
| | M | 30 | 11 | | | | 7 | | 1 | | | | 2 | 7 | 3 | 1 | 1 | 15 | 2 | | |
| | | 22 | 4 | | | | 4 | | 3 | | | | | 11 | 4 | 1 | 3 | 1 | 14 | 4 | |
| ND | K | 1 | | | | | | | | | | | | | | | | | | | |
| | M | 3 | | | | | | | 1 | 1 | | | | 1 | | 1 | | 2 | | | |
| | | 2 | | | | | | | | | | | | | | | | 2 | | | |
| N | I | 15 | 1 | | | | 4 | | 3 | | | | | 8 | 3 | 1 | | 10 | 3 | | |
| | SD | 22 | 2 | | 1 | | 6 | | 3 | | | | | 11 | 1 | 1 | 1 | 21 | | | |
| | ND | 12 | | | | | 2 | | 2 | | | | 1 | 4 | 1 | | | 1 | 8 | | |
| | K | 5 | | | | | 3 | | | | | | 1 | 2 | 1 | | | 4 | 1 | | |
| | M | 24 | 5 | | | | | 6 | 5 | 1 | 1 | | | 5 | 2 | 1 | | 20 | | | |
| | | 61 | 7 | | | | 1 | | 9 | | 4 | 1 | | 20 | 4 | 2 | 3 | 2 | 13 | 11 | |
| N | I | 36 | 8 | | | | 7 | | 5 | | 2 | | | 13 | 1 | 2 | 2 | 1 | 23 | 4 | |
| | SD | 45 | 9 | | | | 11 | | 3 | | 6 | | | 18 | 1 | 2 | 2 | 1 | 34 | 4 | |
| | ND | 24 | 3 | 1 | | | 4 | | 1 | | 2 | | | 11 | 2 | 1 | | | 14 | 3 | |
| | K | 13 | 2 | | | 1 | 2 | | 3 | | 1 | | 1 | 2 | | | | | 10 | 3 | |
| | M | 18 | 15 | | 1 | | 14 | | 9 | | 8 | | | 16 | 5 | 1 | 1 | | 51 | 8 | |
| | | 85 | 22 | | | | 12 | | 8 | | 1 | 10 | | 2 | 21 | 10 | 2 | 1 | 52 | 13 | |
| N | I | 7 | 2 | | 1 | | 1 | | | | 1 | | | 4 | | 1 | 1 | 5 | 2 | | |
| | SD | 7 | 1 | 1 | | | 2 | | | | | 1 | | 2 | | 1 | 3 | 1 | 3 | 1 | |
| | ND | 3 | 1 | | | | | | | | | | | 1 | | | | 2 | 1 | | |
| | K | 11 | | | | | 4 | | 4 | | | | | 4 | | 1 | | | 11 | | |
| | M | 34 | 1 | | | | 8 | | 15 | | 2 | 1 | | 15 | | 17 | 6 | 2 | 24 | 5 | |
| | | | | | | | | | | | | | | | | | | | | | |
| N | I | 19 | 2 | | | | 6 | | 3 | | 1 | 3 | | 4 | 1 | 1 | | 2 | 10 | 5 | |
| | SD | 11 | | | | | 4 | | 3 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 6 | | |
| | ND | 11 | 1 | | | | 1 | | 2 | | 1 | | | 4 | | 2 | | 2 | 8 | 2 | |
| | K | 8 | 1 | | | | 2 | | 3 | | 1 | | | 3 | 1 | 2 | | | 5 | 1 | |
| | M | 22 | 3 | | 1 | | 11 | | 6 | | | 1 | | 7 | | 1 | 3 | | 17 | 3 | |
| | | 36 | | | 4 | | 14 | | 6 | 1 | 4 | | 1 | 17 | | 8 | 5 | 3 | 17 | 8 | |

III Attitudes Toward Duties of Other Positions

Receptionists

| 7 | | | | | | | | | | | | | | | 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| R | | | | | | | | | | | | | | | P | | | | | | | | | | | | | | | C | | | | | | | | | | | | | | | R | | | | | | | | | | | | | | | P | | | | | | | | | | | | | | | C | | | | | | | | | | | | | | |
| | M | F | R | P | C | P | P | R | O | R | P | C | P | P | R | O | R | P | C | P | P | R | O | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | | 19 | 12 | | | | 12 | 9 | | | 14 | | 1 | | | | 1 | 1 | 14 | | | | | 2 | 1 | 14 | 5 | 12 | | 7 | 6 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I | | 21 | 18 | 1 | | | 9 | 10 | 3 | | 19 | | | | 2 | 2 | | | 19 | 1 | 1 | | | 3 | 2 | 16 | 11 | 9 | | 7 | 1 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SD | | 10 | 7 | | | | 5 | | 2 | | 6 | | | | | 1 | | | 7 | | | | | 5 | 2 | 2 | 3 | 5 | | 1 | 1 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ND | | 7 | 7 | 1 | | | 1 | | | | 6 | | 6 | | | | | | 6 | | | | | | 1 | 6 | 4 | 3 | | 2 | 4 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | | 60 | 46 | | | | 11 | 1 | | 1 | 27 | | 2 | 2 | 1 | | 1 | 3 | 26 | | | | | 1 | 3 | 19 | 11 | 6 | | 6 | 1 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M | | 22 | 19 | 1 | | | 15 | | 2 | 3 | 17 | | 6 | 1 | | | 1 | | 17 | | | | 1 | 1 | 1 | 9 | 6 | 15 | 1 | 11 | | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ND 1 | | | 1 | | | | | | | | | | | | | | | | | | | | | | | 1 | 1 | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K 3 | | 3 | | 3 | | | | | | | 3 | | | | | | | | 3 | | | | | | 1 | 2 | 2 | 1 | | 1 | 1 | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| M 2 | | | | | | | 1 | | 1 | 2 | | | | | | | | | 2 | | | | | | | 1 | | 1 | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Placement Technicians

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|----|----|---|----|---|----|----|----|----|----|----|----|----|---|----|----|---|----|----|----|----|---|----|----|----|----|
| N | 15 | 13 | 1 | 6 | 2 | 1 | 3 | 14 | 1 | 3 | 1 | 1 | 14 | 1 | 2 | 13 | 8 | 7 | 7 | 6 | 2 | | | | | |
| I | 22 | 19 | | 8 | 1 | 7 | 3 | 18 | 1 | 6 | 1 | 10 | 3 | 1 | 21 | 1 | 2 | 19 | 14 | 8 | 3 | 6 | 13 | 3 | | |
| SD | 12 | 11 | | | | 1 | | 12 | 1 | 1 | 1 | 3 | | 1 | 11 | 1 | 1 | 11 | 6 | 5 | | 5 | 3 | 1 | | |
| ND | 5 | 5 | | 4 | | 1 | 2 | 5 | | 2 | 1 | 1 | 1 | | 5 | | | 5 | 2 | 3 | | 3 | 2 | | | |
| K | 24 | 24 | | 9 | 2 | 3 | | 21 | 3 | 7 | 8 | | | 2 | 24 | | | 1 | 20 | 8 | 13 | | 13 | 6 | 1 | |
| M | 61 | 49 | | 24 | 1 | 3 | 12 | 58 | 5 | 17 | 1 | 3 | 3 | 4 | 50 | 1 | 9 | 47 | 34 | 15 | | 2 | 4 | 11 | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N 36 | 28 | | | 13 | 5 | 1 | | 36 | | 5 | 1 | 3 | | 1 | 29 | 1 | 2 | 4 | 31 | 20 | 15 | | 15 | 15 | 5 | |
| I 45 | 34 | | | 9 | 4 | 11 | 8 | 3 | 3 | 8 | 1 | 13 | 4 | 1 | 36 | | 5 | 2 | 37 | 31 | 7 | | 9 | 28 | 2 | |
| SD 25 | 22 | | | 2 | 1 | | | 4 | | 1 | 1 | 1 | | | 22 | 3 | 1 | 9 | 14 | 14 | 3 | 1 | 3 | 11 | 9 | |
| ND 15 | 10 | | | 4 | 1 | 1 | 5 | 3 | 1 | 3 | | 1 | 1 | | 10 | | 1 | 1 | 11 | 9 | 3 | | 4 | 7 | 1 | |
| K 63 | 54 | 3 | | 25 | | 1 | 2 | | 15 | 16 | 16 | 1 | 3 | 5 | 59 | 1 | | 9 | 59 | 34 | 24 | | 25 | 21 | 9 | |
| M 85 | 65 | 2 | 1 | 39 | 2 | 3 | 6 | 83 | 2 | 13 | 2 | 4 | 5 | 3 | 66 | 2 | 2 | 1 | 14 | 6 | | 1 | 1 | 25 | 34 | 14 |

Counselors

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------|----|----|--|--|--|----|---|---|---|----|----|---|---|---|---|---|----|----|---|---|---|----|----|----|----|----|----|---|---|
| N | 7 | 7 | | | | 1 | | 1 | 1 | 7 | | 1 | | 1 | 1 | 7 | | 2 | | | | 7 | | 7 | | 7 | | | |
| I | 7 | 7 | | | | 6 | | | | 11 | | | | 1 | | 7 | | | | | 1 | 5 | 1 | 5 | | 5 | | 1 | |
| SD | 3 | 3 | | | | | | | | 3 | | | | | | 3 | | | | | | 3 | | 3 | | 2 | | 1 | |
| ND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 11 | 8 | | | | 1 | 2 | 1 | | 2 | 10 | 3 | 2 | 1 | 1 | 3 | | 10 | | 1 | | 11 | | 11 | | 11 | | | |
| M | 34 | 31 | | | | 5 | | | | 5 | 33 | | 1 | | | 3 | 33 | | | | 1 | 1 | 28 | 2 | 27 | 1 | 27 | 2 | 1 |
| N 17 | | 16 | | | | 3 | 2 | 1 | | 1 | 16 | 1 | | 1 | 4 | 2 | 3 | 17 | | 1 | 2 | 1 | 13 | 7 | 10 | | 10 | 3 | 1 |
| I 11 | | 9 | | | | 3 | 3 | 1 | 9 | | | | | | 2 | | 9 | | 2 | | | 10 | | 10 | | 10 | | | |
| SD 11 | | 7 | | | | 2 | | 2 | | 9 | | 1 | | | | | 10 | | | | | 11 | | 11 | | 11 | | | |
| ND 8 | | 7 | | | | 4 | | | | 1 | 8 | 1 | | 2 | 2 | 2 | 1 | 8 | | 1 | | 7 | 3 | 4 | | 4 | 3 | | |
| K 22 | | 21 | | | | 11 | 2 | | | 2 | 2 | 1 | 3 | 3 | 6 | 3 | 4 | 20 | 1 | | | 22 | 5 | 17 | | 17 | 5 | | |
| M 36 | | 32 | | | | 5 | 1 | | | 3 | 32 | | 2 | 3 | | | 1 | 34 | 1 | 1 | 2 | 32 | 5 | 25 | | 21 | 4 | | |

IV Attitudes Toward Communication Within
The Structure of the Employment Service

| | | S | I | 10 | | | | | 21 | | | | | 22 | | | | | | | | | | | | | | |
|-----------------------|----|----|----|----|----|----|----|---|----|----|----|----|----|----|----|---|---|---|---|----|----|----|----|----|---|----|---|---|
| | | M | F | Y | N | R | F | C | O | R | P | C | A | R | P | C | P | W | O | R | F | C | N | R | P | C | P | W |
| Receptionists | N | 19 | 12 | 6 | 4 | 12 | 11 | | | 10 | 2 | | | 1 | 3 | | | | | | | | | | | | | |
| | I | 21 | 11 | 7 | 5 | 10 | 10 | | | 10 | 4 | 4 | 1 | | 5 | | | | | 5 | 4 | 5 | | 3 | | | | |
| | SD | 10 | 4 | 4 | 1 | 3 | 3 | | | 4 | | 3 | | | | | | | 2 | | 3 | 2 | | | | | | |
| | ND | 7 | 2 | 5 | 2 | 2 | | | | 5 | 2 | | | 1 | | 1 | 1 | 1 | | 2 | | 4 | | | | | | |
| | K | 30 | 16 | 8 | 7 | 11 | 12 | 1 | | 14 | 5 | 7 | 1 | 1 | | 3 | 7 | | | 2 | 4 | 2 | | 1 | | 4 | | |
| | M | 22 | 8 | | 4 | 4 | 5 | | | 1 | 14 | 2 | 4 | 1 | 5 | 2 | 1 | 3 | | | 2 | 8 | 4 | | 2 | 2 | 1 | 5 |
| | ND | 1 | | | 1 | | | | | | | | | | | | | | | | | | | | | | | |
| Placement Technicians | K | 3 | | 3 | | 1 | 3 | 3 | | 2 | | | | 2 | | | | | | | 1 | 1 | | | 2 | | | |
| | M | 2 | | | 2 | | | | | | | 2 | | | | | | | | | | | 2 | | | | | |
| | N | 15 | 12 | 3 | 4 | 10 | 10 | | | 3 | 8 | 2 | 1 | 1 | 7 | 1 | 2 | 1 | | 3 | 1 | 7 | | 1 | | 1 | 7 | |
| | I | 22 | 16 | 5 | 3 | 13 | 12 | | | 2 | 7 | | 4 | 1 | 6 | 2 | | | | | 5 | 5 | 2 | | 2 | 3 | | 7 |
| | SD | 12 | 10 | 2 | 5 | 5 | 4 | | | 2 | 3 | 2 | 3 | | | 2 | | | | | 4 | 3 | | | | | | 4 |
| | ND | 5 | 3 | 2 | | 3 | 3 | | | 3 | | 2 | | 1 | 3 | | | | | | | 2 | | | | | | |
| | K | 24 | 18 | | 2 | 11 | 13 | | | 10 | 13 | 12 | | 2 | 5 | | | | | 2 | 2 | 3 | 1 | 1 | 1 | | 1 | 5 |
| Counselors | M | 61 | 42 | 17 | 14 | 30 | 3 | | | 17 | 35 | 12 | 6 | 4 | 34 | | 4 | 5 | | 6 | 2 | 35 | 6 | 5 | 5 | 10 | 4 | |
| | N | 36 | 16 | 15 | 2 | 16 | 15 | 2 | | 10 | 13 | 5 | 6 | 1 | 9 | 2 | 1 | 5 | | 1 | 5 | 11 | 3 | 2 | 1 | 4 | 1 | 7 |
| | I | 45 | 25 | 18 | 9 | 30 | 9 | 1 | | 8 | 24 | 6 | 5 | 1 | 10 | 5 | | | | 10 | 3 | 12 | 6 | | 2 | 4 | 8 | 8 |
| | SD | 24 | 18 | 6 | 9 | 10 | 17 | | | 5 | 17 | 4 | 5 | | 3 | 1 | | 6 | | 1 | 2 | 10 | 3 | | 1 | 3 | | 3 |
| | ND | 13 | 9 | 4 | 2 | 8 | 7 | | | 2 | 6 | 5 | 4 | 1 | 4 | 2 | | 2 | | 5 | | 1 | 2 | 1 | 1 | | | |
| | K | 68 | 44 | 16 | 11 | 41 | 42 | | | 6 | 36 | 9 | 21 | 1 | 12 | 5 | 4 | 6 | | 13 | 4 | 15 | 8 | 6 | 3 | 3 | 0 | 1 |
| | M | 85 | 58 | 19 | 19 | 44 | 44 | 2 | | 14 | 32 | 11 | 23 | 6 | 17 | 3 | 5 | 8 | | 16 | 7 | 22 | 24 | 4 | 5 | 3 | 2 | 1 |
| Counselors | N | 7 | 5 | 2 | 4 | 5 | 4 | | | 2 | 1 | 4 | | 1 | 3 | | 2 | | | 1 | 4 | 1 | | 4 | | 1 | 3 | |
| | I | 7 | 1 | 6 | | 1 | 1 | | | 2 | 4 | | | 3 | | 1 | | | | 1 | 5 | | 1 | 5 | 1 | | | |
| | SD | 3 | 2 | | | 2 | 2 | | | 2 | | | | | | | | | | 1 | | | | | | | | |
| | ND | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 11 | 10 | | 4 | 7 | 8 | 1 | | | | | | 1 | 2 | 4 | | 1 | | 3 | 6 | | 1 | 1 | 4 | 1 | | 2 |
| | M | 34 | 24 | 7 | 6 | 22 | 22 | | | 3 | 10 | 15 | | 4 | 10 | | 1 | | | 5 | 12 | | 1 | 10 | | | | 4 |
| | N | 19 | 12 | 7 | 4 | 10 | 10 | | | 3 | 1 | 4 | 2 | 2 | 5 | 3 | | 5 | | 8 | 3 | 1 | 4 | | | | | 3 |
| Counselors | I | 11 | 7 | 3 | 2 | 6 | 7 | | | 2 | 4 | 3 | 1 | 1 | 2 | 1 | 1 | 3 | | 4 | 4 | | | 1 | 3 | | | 1 |
| | SD | 11 | 9 | 2 | 1 | 8 | 7 | | | 1 | 3 | 3 | 3 | 3 | 1 | 1 | | | | 2 | 4 | | 2 | 2 | 1 | | | 2 |
| | ND | 8 | 5 | 2 | | 3 | 3 | | | 1 | 3 | 2 | 2 | 3 | 3 | 2 | | 2 | | 3 | 1 | | 1 | 1 | 1 | | | 1 |
| | K | 22 | 21 | 1 | 11 | 17 | 16 | | | 3 | 10 | 7 | 3 | 3 | 7 | 4 | | 3 | | 8 | 10 | | 6 | 4 | | 2 | 2 | |
| | M | 36 | 24 | 4 | 9 | 22 | 22 | | | 6 | 15 | 15 | 3 | 2 | 8 | 7 | | 2 | | 6 | 14 | 4 | 1 | 3 | 6 | | | 7 |

Receptionists

Placement
Technicians

Counselors

| | S | 1 | 20 | 23 | 24 | 25 | 26 | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | M | F | I | T | Y | N | Y | N | S | A | O | T | P | R | E | R | O | |
| N | 19 | | 19 | 18 | 1 | 8 | 11 | | 16 | 3 | | 1 | 14 | 1 | 7 | 4 | 1 | |
| | I | 21 | 2 | 19 | 17 | 4 | 9 | 12 | 1 | 19 | 1 | 5 | 12 | | 4 | | 5 | |
| | SD | 10 | | 10 | 9 | 1 | 5 | 5 | | 7 | 1 | 3 | 1 | | | 4 | 3 | |
| | ND | 7 | | 7 | 7 | | 2 | 5 | | 4 | 3 | 2 | 5 | | | 1 | 3 | |
| | K | 30 | 1 | 29 | 25 | 5 | 12 | 16 | 4 | 23 | 6 | 3 | 18 | 2 | 7 | 2 | 3 | |
| | M | 22 | | 22 | 17 | 4 | 15 | 4 | | 20 | 2 | 6 | 8 | 4 | 9 | 9 | 8 | |
| ND | 1 | | 1 | | | 1 | | | 1 | | | | | | | | | |
| | K | 3 | | 3 | 3 | | 1 | 2 | 3 | | 2 | 1 | | | 1 | 1 | | |
| | M | 2 | | 2 | 2 | | 2 | | 2 | | 1 | 1 | 2 | 1 | | | | |
| N | 15 | | 15 | 13 | 2 | 12 | 3 | | 4 | 12 | 2 | 5 | 11 | | 5 | | 3 | |
| | I | 22 | 1 | 21 | 19 | 1 | 9 | 11 | 3 | 20 | 1 | 11 | 11 | | 3 | | 4 | |
| | SD | 12 | | 12 | 11 | 1 | 3 | 9 | | 10 | 2 | 2 | 3 | | 5 | | 5 | |
| | ND | 5 | | 5 | 5 | | 1 | 4 | | 4 | 1 | 4 | 4 | | 1 | 1 | 3 | |
| | K | 24 | | 24 | 22 | 2 | 6 | 18 | 1 | 17 | 5 | 4 | 13 | 2 | 8 | 4 | 11 | |
| | M | 61 | | 59 | 52 | 5 | 33 | 25 | 9 | 42 | 14 | 41 | 24 | 3 | 16 | 12 | 21 | |
| N | 36 | | 1 | 34 | 30 | 4 | 21 | 12 | 3 | 27 | 6 | 15 | 17 | 1 | 5 | 2 | 12 | |
| | I | 45 | | 1 | 43 | 43 | 1 | 20 | 24 | 3 | 40 | 3 | 23 | 19 | 1 | 9 | 4 | 13 |
| | SD | 24 | | 24 | 20 | 4 | 8 | 15 | 1 | 21 | 2 | 2 | 10 | | 8 | | 12 | |
| | ND | 13 | | 13 | 13 | | 3 | 10 | 2 | 10 | 2 | 6 | 4 | | 2 | 3 | 5 | |
| | K | 69 | | 1 | 66 | 57 | 4 | 21 | 33 | 6 | 50 | 7 | 11 | 28 | 5 | 26 | 8 | 23 |
| | M | 85 | | 1 | 83 | 73 | 7 | 44 | 38 | 2 | 68 | 15 | 30 | 23 | 3 | 14 | 10 | 31 |
| N | 7 | | 6 | 7 | | 6 | 1 | | 3 | 3 | | 1 | 5 | 1 | 1 | 1 | 3 | |
| | I | 7 | | 7 | 5 | 1 | 3 | 4 | | 7 | 1 | | 3 | | 4 | | 1 | |
| | SD | 3 | | 3 | 3 | | 1 | 2 | 1 | 3 | | | 2 | | | 1 | 3 | |
| | ND | | | | | | | | | | | | | | | | | |
| | K | 11 | | 11 | 10 | 1 | 7 | 1 | 5 | 8 | 3 | 1 | 5 | | 5 | 4 | 6 | |
| | M | 34 | 1 | 32 | 20 | 10 | 19 | 12 | 2 | 17 | 14 | 1 | 6 | 3 | 12 | 7 | 23 | |
| N | 19 | | 18 | 18 | 1 | 12 | 6 | | 1 | 11 | 7 | 10 | 8 | 1 | 4 | 2 | 7 | |
| | I | 11 | | 10 | 5 | 4 | 7 | 4 | | 8 | 1 | 4 | 3 | | 3 | | 1 | |
| | SD | 11 | | 11 | 8 | 3 | 8 | 3 | 1 | 6 | 4 | | 3 | 2 | | | 4 | |
| | ND | 8 | | 8 | 8 | | 5 | 2 | | 4 | 4 | 5 | 2 | 1 | 2 | 1 | 5 | |
| | K | 22 | 1 | 21 | 17 | 4 | 14 | 8 | 4 | 20 | 3 | 5 | 11 | 2 | 10 | 7 | 3 | |
| | M | 36 | | 35 | 23 | 12 | 21 | 13 | 2 | 30 | 6 | | 9 | 1 | 15 | 10 | 10 | |

V. Attitudes Toward Organization and Practices
of the Employment Service

| | | 33 | | | | | | | | | | 34 | | | | | | | | | | 35 | | | | | | | | | | | | | | | |
|-----------------------|----|----|---|---|---|---|----|----|----|----|----|----|----|----|---|---|---|---|---|---|---|----|----|----|----|----|----|---|----|----|----|---|---|---|---|---|---|
| | | S | I | | | | | | | | | | | F | | | | | | | | | | UF | | | | | | | | | | | | | |
| | | M | F | N | C | P | C | P | M | P | B | A | P | C | P | W | O | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 0 |
| Receptionists | N | 19 | | 1 | 3 | 1 | 3 | 1 | 7 | 3 | 1 | | | 8 | 4 | 4 | | 1 | | 1 | 1 | | | | 3 | 2 | 1 | 1 | | 3 | 8 | 1 | | | | | |
| | I | 21 | | 2 | | 2 | 2 | 3 | 8 | 3 | 3 | | | 1 | 5 | 2 | 3 | 2 | | 1 | 2 | 2 | 1 | | 3 | 7 | | | 1 | 3 | 5 | 4 | | | | | |
| | SD | 10 | | | 1 | | | | 1 | 1 | 5 | 2 | | 3 | 1 | | | | | 1 | 1 | | | 1 | 2 | | 2 | 1 | 2 | 5 | 2 | | | | | | |
| | ND | 7 | | 2 | 1 | 2 | | | 2 | | 2 | 2 | | 2 | 1 | | | | | | | | | | | 1 | | 1 | | | 4 | | | | | | |
| | K | 30 | | 3 | 3 | 3 | 1 | 1 | 1 | 4 | 1 | | | 11 | 1 | 2 | | 2 | | 2 | 3 | 2 | 1 | 1 | 3 | 12 | 1 | 5 | | 1 | 9 | 3 | | | | | |
| | M | 22 | | 1 | 4 | 3 | 2 | 7 | 3 | 8 | 2 | | | 3 | 2 | 5 | 2 | | | 3 | | | 3 | | 3 | 6 | 4 | 5 | | 1 | 5 | 2 | | | | | |
| Placement Technicians | ND | 1 | | | | | | | | | | | | | | | 2 | | | | | | | | | | | | | | | | | | | | |
| | K | 3 | | | | 1 | | | | | | | | 1 | | | | 1 | | | | 1 | | | | 1 | | | | | | 2 | 1 | | | | |
| | M | 2 | | 1 | | | | | | | | | | 1 | | 1 | | | | | | | | | 2 | | | | | | | | | | | | |
| | N | 15 | | | 1 | 2 | 1 | 7 | 6 | 2 | 4 | | | 3 | | | | 2 | 2 | | | | 6 | 2 | 2 | 2 | 4 | | | 5 | 5 | | | | | | |
| | I | 22 | | | 1 | 2 | 1 | 11 | 5 | 6 | 5 | | | 3 | 1 | 1 | 3 | 4 | 1 | 1 | 2 | 1 | 4 | 4 | 5 | 2 | 2 | 2 | 1 | 4 | | | | | | | |
| | SD | 12 | | | | | | 3 | 1 | 7 | 5 | | | 1 | 3 | 1 | | | | | | | 3 | 2 | 1 | 1 | | | | 6 | 7 | | | | | | |
| Counselors | ND | 5 | | 1 | 1 | | | | 1 | 1 | 2 | | | | | | 1 | 1 | | | | 1 | 1 | 3 | | | | | | | | | | | | | |
| | K | 24 | | 2 | 1 | 1 | 3 | 1 | 1 | 6 | 13 | | | 5 | 1 | 1 | 3 | 1 | | 1 | 3 | 6 | 2 | 3 | | 4 | 2 | 2 | 14 | 3 | | | | | | | |
| | M | 61 | | 2 | 4 | 6 | 4 | 18 | 12 | 13 | 16 | | | 14 | 3 | 4 | 3 | 4 | 7 | | 1 | 4 | 6 | 15 | 14 | 2 | 12 | 4 | 1 | 20 | 15 | | | | | | |
| | N | 36 | | 2 | | 3 | | 8 | 12 | 7 | 7 | 1 | 11 | 7 | 5 | | 2 | 2 | 2 | 1 | | 1 | 8 | 10 | 7 | 2 | 2 | 1 | 1 | 12 | 6 | | | | | | |
| | I | 45 | | 1 | | 4 | 3 | 12 | 8 | 7 | 11 | | 6 | 6 | 6 | 8 | 5 | 1 | 2 | 1 | | 4 | 12 | 15 | 2 | 4 | 2 | 7 | 6 | 11 | | | | | | | |
| | SD | 24 | | 2 | 1 | 3 | 1 | 6 | | 6 | 11 | | 11 | | | 1 | | 1 | | | | 1 | 2 | 1 | 5 | | | | 15 | 2 | | | | | | | |
| Counselors | ND | 13 | | | | 4 | | 6 | 1 | 4 | 6 | | 3 | 1 | 1 | 1 | 4 | 1 | | | | 1 | 1 | 5 | 3 | | 2 | 1 | 1 | 6 | 4 | | | | | | |
| | K | 68 | | 5 | 2 | 3 | 3 | 4 | 6 | 15 | 34 | 1 | 20 | 6 | 3 | 1 | 1 | 4 | 3 | 2 | 3 | 6 | 20 | 17 | 17 | 1 | 13 | 8 | 3 | 30 | 12 | | | | | | |
| | M | 85 | | 8 | 2 | 1 | 4 | 17 | 9 | 10 | 35 | | 2 | 6 | 4 | | 7 | 4 | 5 | 1 | | 3 | 18 | 28 | 16 | 2 | 5 | 5 | 7 | 33 | 19 | | | | | | |
| | N | 7 | | | | 1 | 4 | 1 | 1 | | 4 | | | 1 | | | 1 | | | 1 | | 3 | | 2 | | 4 | 1 | | 3 | 5 | | | | | | | |
| | I | 7 | | 2 | 1 | | | | | 4 | 2 | | | | | | 1 | | 1 | 1 | 1 | 2 | 2 | 3 | | 1 | 1 | | 3 | 2 | | | | | | | |
| | SD | 3 | | | | 1 | | 1 | | 1 | 1 | | | 1 | | | | | | | | | | | | | | | | | | 2 | 2 | | | | |
| Counselors | ND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 11 | | 2 | 4 | 2 | 3 | 1 | 4 | 6 | | | | 1 | | | | 2 | 1 | 4 | 2 | 1 | 4 | 1 | | | 1 | 2 | 1 | 10 | 2 | | | | | | |
| | M | 34 | | 5 | 6 | 3 | 12 | 4 | 6 | 16 | | | | 4 | | | 3 | 2 | 4 | 4 | 3 | 6 | 3 | 9 | 2 | 2 | | 4 | 13 | 8 | | | | | | | |
| | N | 19 | | | | 2 | 1 | 8 | 4 | 1 | 7 | | 6 | 3 | 1 | | 1 | 2 | 2 | | | 6 | 6 | 4 | 1 | 2 | 1 | 2 | 6 | 10 | | | | | | | |
| | I | 11 | | | | | 4 | | 7 | 1 | 2 | | | | | | 1 | | 2 | 2 | 1 | 2 | 4 | | | 1 | 2 | 1 | 3 | 2 | | | | | | | |
| | SD | 11 | | | | 1 | | 2 | 2 | 1 | 8 | | 2 | 1 | 1 | | | | 2 | | | 2 | 1 | 1 | | 1 | | 1 | 2 | 6 | | | | | | | |
| Counselors | ND | 8 | | | | 2 | 1 | 1 | | 4 | 3 | | 3 | | | | 1 | 1 | | | | 1 | 1 | 3 | 1 | | 1 | | 5 | 1 | | | | | | | |
| | K | 22 | | | 3 | 4 | 4 | 6 | 1 | 8 | 13 | | 6 | 2 | | | 1 | 3 | 7 | 3 | | 4 | 4 | 8 | 3 | 5 | 1 | | 11 | 4 | | | | | | | |
| | M | 36 | | | 3 | 2 | 10 | 9 | 7 | 3 | 18 | | 4 | | | | 2 | 2 | 3 | 3 | 3 | 9 | 1 | 9 | 2 | 4 | 3 | 2 | 1 | | | | | | | | |

VI. Attitudes Toward Clients

| | | 27 | | | | | | | | | | 28 | | | | | | | | | | 29 | | | | | | | | | | | | | | | | |
|-----------------------|----|----|----|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|---|----|---|---|---|---|
| | | S | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | M | F | S | E | A | S | R | A | T | O | D | A | E | A | S | R | A | T | O | D | A | E | A | S | R | A | T | O | D | A | E | A | S | R | A | T | O |
| Reception-ists | N | 19 | 11 | 3 | | | | | 5 | 2 | | 1 | 1 | 9 | 5 | 6 | 5 | | 6 | 5 | | 1 | 3 | 12 | 2 | 6 | 2 | 1 | 7 | 3 | | 1 | | | 2 | | | |
| | I | 21 | 16 | 9 | 2 | | | | 1 | 2 | | 5 | 7 | 6 | 4 | 12 | 13 | 2 | 1 | 2 | 7 | | 6 | 7 | 7 | 4 | 16 | 5 | 1 | 5 | 1 | 4 | | 2 | 4 | | | |
| | SD | 10 | 1 | | | | | | 4 | 2 | | 2 | | 2 | 1 | | 1 | | 1 | 5 | | 2 | 2 | 3 | 3 | 4 | 4 | 1 | | | 2 | 2 | | | | | | |
| | ND | 7 | 1 | 1 | 1 | | | | 4 | 2 | | 1 | 1 | 2 | 2 | 1 | | | 5 | | 3 | 2 | 3 | 2 | 7 | 1 | | 1 | | | | | | | | | | |
| | H | 30 | 14 | 6 | | | | | 13 | 3 | | 4 | 1 | 22 | 1 | 13 | 5 | | 11 | 5 | | 3 | 2 | 18 | 3 | 21 | 2 | | 13 | 2 | 4 | 2 | | 2 | 1 | | | |
| | M | 22 | 16 | 2 | 1 | | | | 7 | 4 | | 4 | | 9 | 2 | 15 | 1 | | 9 | 5 | | 3 | 2 | 11 | 1 | 18 | 2 | | 7 | 1 | 3 | | | 3 | | | | |
| | ND | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 3 | 3 | | 1 | | | | | | | 3 | | | | | 3 | | | 1 | 1 | | 1 | 1 | 1 | 2 | 2 | | 2 | | 1 | | | 1 | | | | |
| M | 2 | 1 | | | | | | | | | 1 | | | | | | 1 | 1 | | | | 1 | | 1 | | 1 | 2 | 1 | | | | | | | | | | |
| Placement Technicians | N | 15 | 11 | 1 | | | | | 7 | 5 | | 3 | 6 | 4 | 2 | 10 | 4 | 2 | 5 | 5 | | 2 | 2 | 8 | 3 | 12 | 3 | | 6 | 3 | | 1 | | | | | | |
| | I | 22 | 15 | 3 | | | | | 10 | 5 | | 5 | 3 | 8 | 3 | 13 | 5 | | 10 | 5 | | 2 | 6 | 7 | 7 | 15 | 5 | | 5 | 7 | 4 | 2 | | 1 | | | | |
| | SD | 12 | 9 | 1 | | | | | 4 | 4 | | 4 | | 3 | 2 | 10 | 2 | | 6 | 5 | | 2 | 4 | 2 | 10 | 2 | | 6 | | 4 | 1 | | 1 | 1 | | | | |
| | ND | 5 | 4 | | | | | | 2 | 3 | | 2 | 1 | 2 | 1 | 1 | | | 4 | 3 | | 2 | 1 | 1 | 5 | | | 2 | | | | | | 3 | | | | |
| | K | 24 | 17 | | 1 | | | | 11 | 3 | | 12 | 1 | 6 | 3 | 15 | 3 | 1 | 9 | 10 | | 6 | 3 | 7 | 5 | 1 | 8 | | 13 | 2 | | 1 | | 3 | | | | |
| | M | 61 | 34 | 4 | 1 | 1 | 22 | 13 | 16 | 13 | 16 | 5 | 51 | 12 | 2 | 1 | 24 | 30 | 12 | 18 | 23 | 13 | 25 | 15 | 29 | 5 | 6 | 3 | | 5 | 2 | | | | | | | |
| | N | 36 | 25 | 9 | 1 | | | | 8 | 12 | | 8 | 5 | 13 | 6 | 22 | 6 | | 2 | 10 | 15 | 5 | 10 | 16 | 1 | 27 | 8 | 3 | 11 | 11 | 9 | 5 | 1 | 1 | 4 | | | |
| | I | 45 | 27 | 4 | 5 | | | | 13 | 8 | | 15 | 6 | 16 | 10 | 19 | 12 | 3 | 19 | 15 | | 3 | 10 | 22 | 14 | 33 | 12 | | 11 | 10 | 4 | 1 | | 1 | 2 | | | |
| | SD | 24 | 12 | 4 | | | | | 8 | 14 | | 9 | 1 | 6 | 8 | 13 | 5 | 2 | 6 | 17 | | 6 | 2 | 4 | 6 | 18 | 6 | | 5 | 4 | | | | 1 | 3 | | | |
| | ND | 13 | 10 | | 1 | | | | 2 | 6 | | 4 | 3 | 3 | 3 | 5 | 7 | 1 | 4 | 8 | | 1 | 5 | 5 | 4 | 10 | 3 | | 6 | 1 | | | | | | | | |
| | K | 68 | 47 | 2 | | | | | 25 | 10 | | 28 | 4 | 30 | 6 | 37 | 10 | 2 | 1 | 27 | 20 | 14 | 10 | 31 | 14 | 53 | 15 | | 29 | 4 | 14 | 2 | 3 | 1 | 7 | | | |
| | M | 85 | 60 | 4 | | | | | 1 | 31 | 17 | 33 | 6 | 25 | 6 | 49 | 12 | | 29 | 20 | | 22 | 19 | 27 | 12 | 65 | 15 | | 25 | 1 | 16 | 5 | | 1 | 7 | | | |
| Counselors | N | 7 | 5 | | | | | | 2 | 3 | | 2 | | 5 | | 6 | 1 | 1 | 1 | 4 | 3 | | 5 | | 4 | 2 | | 1 | 2 | | 1 | | | | | | | |
| | I | 7 | 3 | 3 | | | | | 1 | 3 | | 3 | 2 | 3 | 1 | 4 | 5 | | | | | 1 | 1 | 3 | 2 | 2 | | 2 | 1 | | | | | 3 | | | | |
| | SD | 3 | 3 | 1 | 1 | 1 | 1 | | | | 1 | | 1 | | 1 | 1 | | | 2 | 1 | | | | | 1 | 3 | | 2 | | | | | | | | | | |
| | ND | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 11 | 5 | 2 | | | | | 1 | 6 | 2 | 6 | | 6 | | 9 | 3 | 1 | 1 | 6 | 3 | | 2 | 1 | 9 | 7 | 2 | | 1 | 4 | 1 | 5 | | 2 | 1 | | | |
| | M | 34 | 19 | 4 | | | | | 12 | 10 | | 10 | | 15 | 10 | 17 | 8 | 3 | 2 | 13 | 15 | | 11 | 7 | 12 | 15 | | 7 | | | | | 9 | 6 | 5 | | | |
| | N | 19 | 13 | 6 | 6 | 2 | 7 | 7 | 7 | 3 | 5 | | 8 | 7 | 2 | 2 | 8 | | 3 | 3 | 7 | 4 | 12 | 2 | 5 | 2 | | 4 | 1 | | | | 1 | 3 | | | | |
| | I | 11 | 5 | 4 | 1 | | | | 4 | 1 | | | | 6 | 4 | 1 | 5 | 3 | | 2 | 3 | | 1 | 2 | 4 | | 4 | 2 | | | | | | 3 | | | | |
| | SD | 11 | 6 | 1 | | | | | 4 | 3 | | 1 | | 4 | 2 | 4 | 1 | | 1 | 2 | 6 | | 2 | | 4 | 6 | | 4 | 2 | | | | | 2 | | | | |
| | ND | 8 | 6 | 4 | | | | | 4 | 4 | | 4 | | 5 | | 4 | 3 | | | 2 | 4 | | 2 | 2 | 4 | | 6 | | 3 | | | | 1 | 1 | | | | |
| | K | 22 | 17 | 6 | 2 | 1 | 9 | 1 | 7 | 2 | 11 | | 15 | 7 | 2 | 1 | 9 | 10 | | 5 | 6 | 12 | 4 | | 3 | | | 3 | | | | 3 | 3 | | | | | |
| | M | 36 | 22 | 4 | | | | | 16 | 14 | | 10 | | 8 | 10 | 29 | 9 | | 1 | 12 | 19 | | 7 | 6 | 10 | 12 | | 16 | 2 | | | | 1 | 14 | | | | |

VII. Attitudes Toward Employers

Receptionists

Placement
Technicians

Counselors

| | S | 1 | 30 | | | | | | | 31 | | | | | | | 32 | | | | | | | | | | | |
|----|----|----|----|---|----|----|---|---|----|----|----|---|---|---|----|----|----|----|---|----|----|----|---|---|---|---|---|---|
| | | | M | F | N | P | A | U | D | S | P | I | O | P | A | S | D | S | I | P | R | O | C | R | S | B | I | O |
| N | | 19 | 2 | | 1 | 3 | 1 | | 2 | 1 | 3 | | 3 | | 6 | 3 | 8 | 2 | 2 | 4 | | | | | | | | |
| | I | 21 | 4 | 1 | 4 | 5 | 2 | | 6 | 1 | 4 | | 4 | 2 | 7 | 3 | | 1 | 5 | 6 | 4 | | | | | | | |
| | SD | 10 | 1 | | 1 | 1 | 2 | 1 | 3 | | 2 | 1 | 1 | | 7 | 3 | 6 | | 1 | 1 | 2 | | | | | | | |
| | ND | 7 | | | 1 | | 3 | | 3 | | | | 1 | | 4 | 2 | 5 | | | | 2 | | | | | | | |
| | K | 30 | 2 | | 4 | 4 | 1 | 1 | 8 | 1 | 5 | | | | 11 | 6 | 18 | | | 4 | 4 | | | | | | | |
| | M | 22 | 8 | | | 3 | 1 | 1 | | 1 | 2 | 3 | | | 5 | 1 | 11 | | | 1 | 3 | 9 | | | | | | |
| ND | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 3 | | 1 | | 1 | | | 1 | 1 | 1 | | 1 | | | 1 | 2 | | | 1 | 1 | | | | | | | |
| | M | 2 | | 1 | | | | | | | | 1 | | | 1 | | 1 | | | | 1 | | | | | | | |
| N | | 15 | | | 2 | 6 | 1 | 1 | 6 | 3 | 1 | | | | 7 | 10 | 3 | 3 | | 5 | 6 | | | | | | | |
| | I | 22 | 2 | | | 7 | 3 | | 12 | 6 | 1 | 1 | 3 | 1 | 7 | 10 | 10 | 2 | 2 | 3 | 8 | | | | | | | |
| | SD | 12 | | | 1 | 5 | 1 | | 8 | | | | 1 | | 5 | 6 | 8 | 1 | | 2 | 4 | | | | | | | |
| | ND | 5 | 1 | | | | 1 | 1 | 2 | | | | | | 2 | 3 | 3 | | | 3 | 2 | | | | | | | |
| | K | 24 | 2 | 1 | 4 | 11 | 1 | 1 | 10 | 1 | 7 | | | | 12 | 6 | 15 | 5 | | 2 | 8 | | | | | | | |
| | M | 61 | 8 | 1 | 7 | 25 | 1 | 3 | 22 | 4 | 3 | 4 | 3 | 1 | 26 | 32 | 32 | 2 | 5 | 15 | 18 | | | | | | | |
| N | | 36 | 2 | 2 | 3 | 10 | 2 | 3 | 18 | 3 | 7 | 1 | 2 | 1 | 23 | 11 | 16 | 6 | 3 | 10 | 11 | | | | | | | |
| | I | 45 | 5 | | 7 | 18 | 1 | 3 | 16 | 18 | 3 | 2 | | 1 | 16 | 8 | 24 | | 5 | 1 | 18 | | | | | | | |
| | SD | 24 | | 1 | 3 | 10 | 1 | | 14 | 1 | 2 | | 1 | | 13 | 11 | 14 | 1 | 2 | 4 | 6 | | | | | | | |
| | ND | 13 | | | 1 | 3 | | 1 | 6 | | | 1 | | 1 | 6 | 8 | 8 | 1 | 1 | 2 | 2 | | | | | | | |
| | K | 68 | 4 | 1 | 18 | 18 | 5 | 8 | 26 | 7 | 16 | 1 | 2 | 1 | 25 | 14 | 46 | 6 | 3 | 9 | 14 | | | | | | | |
| | M | 85 | 10 | 2 | 9 | 26 | 2 | 2 | 31 | 5 | 9 | 8 | 2 | 1 | 38 | 34 | 57 | 3 | 4 | 5 | 30 | | | | | | | |
| N | | 7 | | | 2 | 1 | | | 4 | 2 | | 1 | | | 3 | 4 | 3 | 1 | 2 | 1 | 5 | | | | | | | |
| | I | 7 | 1 | | 2 | 2 | 1 | | 1 | 1 | 1 | | | | 2 | 3 | 4 | 1 | 3 | 1 | | | | | | | | |
| | SD | 3 | | | | 1 | | | 3 | | | 1 | | | 2 | 1 | 3 | | | | 1 | | | | | | | |
| | ND | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | 11 | | | 1 | 7 | | | | 2 | 2 | | 1 | | 9 | 1 | 7 | 1 | 1 | 4 | 2 | | | | | | | |
| | M | 34 | 2 | 2 | | 9 | | | 2 | 9 | | 3 | 1 | 3 | 22 | 8 | 20 | 1 | 1 | 7 | 4 | | | | | | | |
| N | | 19 | 2 | | 3 | 5 | | | 1 | 5 | 4 | 3 | | 1 | 6 | 5 | 9 | 3 | 2 | 2 | 7 | | | | | | | |
| | I | 11 | | | 1 | 2 | | | 1 | 4 | 3 | | | | 2 | 4 | 7 | | | 1 | 1 | | | | | | | |
| | SD | 11 | | | 1 | 3 | | | 4 | 1 | 1 | | 1 | | 6 | 4 | 7 | | | 2 | 6 | | | | | | | |
| | ND | 8 | 1 | | 3 | 3 | | | 2 | | 2 | | 1 | | 6 | 3 | 4 | | | 3 | 2 | 2 | | | | | | |
| | K | 22 | | | 5 | 14 | | | 4 | 2 | 2 | 6 | 3 | 1 | 12 | 4 | 15 | | | 2 | 6 | 5 | | | | | | |
| | M | 36 | 3 | | 6 | 12 | | | 3 | 9 | 2 | 5 | | | 1 | 20 | 14 | 23 | 1 | 4 | 6 | 11 | | | | | | |

APPENDIX XII

Employer Interview Data

1. Numerical Data
2. Full Data

CODING KEY

Interviewer

Employer Reference Number

Response Category

Source Used-
But Not Major Source

Major Source

Question

Further Subdivision

Subdivision

Response

- Response

-No Answer

Not Applicable

Coding Key

Numerical Data

Full Data

I Use Made of Employment Service

2. Source

Self Explanatory

WA - Want Ads

W - Walk-Ins

F - Friends

S - Service

3. Job Classifications Listed with Employment Service

Self Explanatory

P - Professional

E - Executive

C - Clerical

M - Maintenance

S - Skilled Labor

US - Unskilled Labor

SP - Sales Personnel

O - Other

4. Employment Service Use Suggested by

Self Explanatory

ER - Employment Service
Representative
TB - Telephone Book
GR - Government Bulletin
RT - Radio, Television
N - Newspaper
O - Other

5. Frequency of Use

Self Explanatory

F - Frequently
O - Occasionally
R - Rarely
O - Other

6. Job Listings Made by

Self Explanatory

L - Letter
T - Telephone
R - Employment Service
Representative
O - Other

II Services Rendered

7. Employees Easiest to Obtain from Employment Service

8. Applicants Hardest to Obtain from Employment Service

Self Explanatory

SE - Skills and Education

A - Age

S - Sex

R - Race

AT - Attitude

O - Other

Why

Self Explanatory

S - Supply

O - Other

9. Responses for Openings

Self Explanatory

P - Prompt

FP - Fairly Prompt

S - Slow

N - None

O - Other

10. Quality of Employees Obtained

Self Explanatory

VS - Very Satisfactory

S - Satisfactory

PQ - Poor Quality

O - Other

11. Found Employment Service to Be

Self Explanatory

- C - Courteous and Friendly
- I - Interested in Needs
- R - Rude and Unfriendly
- D - Disinterested in Needs
- O - Other

12. Services Most Liked

Self Explanatory

- A - All
- N - None
- P - Placement
- T - Testing
- S - Screening
- MI - Labor Market Information
- SP - Speed of Services
- O - Other

Why

Self Explanatory

- S - Service
- CP - Cooperation
- O - Other

Employment Service Representative Visits

(a)

Self Explanatory

- F - Frequency

(b)

Self Explanatory

- TO - Too Often
- A - Adequate
- NE - Not Enough

13. Topics Discussed with Employment Service Representative

Self Explanatory

JO - Job Openings

LM - Labor Market

S - Statistical Information

O - Other

14. Services Liked Least

Self Explanatory

N - None

P - Placement

T - Testing

S - Screening

MI - Labor Market Information

SP - Speed at Service

O - Other

Why

Self Explanatory

S - Service

CP - Cooperation

O - Other

15. Recommend Use of Employment Service

Self Explanatory

Subdivisions

Y - Yes

N - No

Coding Categories

1 - Government Agency

2 - Service

3 - Employer-Employment
Service Relations

4 - Applicant-Employment
Service Relations

5 - Applicants

0 - Other

III Hypothesis: Employers Perceive the Same Problem Areas
As the Employees of the Employment Service

16. Biggest Problem

Self Explanatory

- N - Nothing
- CP - Cooperation
- CM - Communication
- O - Other

17. Better Working Relationship

Self Explanatory

- N - Nothing
- C - Communication
- GR - Greater Range of Applicants
- S - Service
- BI - Better Image
- PR - Public Relations
- O - Other

18. Changes to Be Made

Self Explanatory

- N - Nothing
- NS - New Services
- PH - Physical Change
- NP - New Procedure
- O - Other

19. Present Public Image

Self Explanatory

Subdivisions

F - Favorable

UF - Unfavorable

Coding Categories

1 - Government Agency

2 - Service

3 - Employer-Employment
Service Relations

4 - Applicant-Employment
Service Relations

5 - Applicants

0 - Other

20. How to Improve Public Image

Self Explanatory

N - No Change

1 - Education

2 - Service

3 - Personnel Relations

4 - Personnel Behaviors:
Employer, Applicant

5 - Change Unemployment Image

6 - Physical Changes

7 - Public Relations

0 - Other

I Use Made Of Employment Service

| | 2 | 3 | 4 | 5 | 6 |
|-----|-----|--------|-----|----|------|
| | WFS | DEC MS | SPD | NC | FORO |
| 1 | X | X | X | X | X |
| 2 | X | X | X | X | X |
| 3 | X | X | X | X | X |
| 4 | X | X | X | X | X |
| 5 | X | X | X | X | X |
| 6 | X | X | X | X | X |
| 7 | X | X | X | X | X |
| 8 | X | X | X | X | X |
| 9 | X | X | X | X | X |
| 10 | X | X | X | X | X |
| 11 | X | X | X | X | X |
| 12 | X | X | X | X | X |
| 13 | X | X | X | X | X |
| 14 | X | X | X | X | X |
| 15 | X | X | X | X | X |
| 16 | X | X | X | X | X |
| 17 | X | X | X | X | X |
| 18 | X | X | X | X | X |
| 19 | X | X | X | X | X |
| 20 | X | X | X | X | X |
| 21 | X | X | X | X | X |
| 22 | X | X | X | X | X |
| 23 | X | X | X | X | X |
| 24 | X | X | X | X | X |
| 25 | X | X | X | X | X |
| 26 | X | X | X | X | X |
| 27 | X | X | X | X | X |
| 28 | X | X | X | X | X |
| 29 | X | X | X | X | X |
| 30 | X | X | X | X | X |
| 31 | X | X | X | X | X |
| 32 | X | X | X | X | X |
| 33 | X | X | X | X | X |
| 34 | X | X | X | X | X |
| 35 | X | X | X | X | X |
| 36 | X | X | X | X | X |
| 37 | X | X | X | X | X |
| 38 | X | X | X | X | X |
| 39 | X | X | X | X | X |
| 40 | X | X | X | X | X |
| 41 | X | X | X | X | X |
| 42 | X | X | X | X | X |
| 43 | X | X | X | X | X |
| 44 | X | X | X | X | X |
| 45 | X | X | X | X | X |
| 46 | X | X | X | X | X |
| 47 | X | X | X | X | X |
| 48 | X | X | X | X | X |
| 49 | X | X | X | X | X |
| 50 | X | X | X | X | X |
| 51 | X | X | X | X | X |
| 52 | X | X | X | X | X |
| 53 | X | X | X | X | X |
| 54 | X | X | X | X | X |
| 55 | X | X | X | X | X |
| 56 | X | X | X | X | X |
| 57 | X | X | X | X | X |
| 58 | X | X | X | X | X |
| 59 | X | X | X | X | X |
| 60 | X | X | X | X | X |
| 61 | X | X | X | X | X |
| 62 | X | X | X | X | X |
| 63 | X | X | X | X | X |
| 64 | X | X | X | X | X |
| 65 | X | X | X | X | X |
| 66 | X | X | X | X | X |
| 67 | X | X | X | X | X |
| 68 | X | X | X | X | X |
| 69 | X | X | X | X | X |
| 70 | X | X | X | X | X |
| 71 | X | X | X | X | X |
| 72 | X | X | X | X | X |
| 73 | X | X | X | X | X |
| 74 | X | X | X | X | X |
| 75 | X | X | X | X | X |
| 76 | X | X | X | X | X |
| 77 | X | X | X | X | X |
| 78 | X | X | X | X | X |
| 79 | X | X | X | X | X |
| 80 | X | X | X | X | X |
| 81 | X | X | X | X | X |
| 82 | X | X | X | X | X |
| 83 | X | X | X | X | X |
| 84 | X | X | X | X | X |
| 85 | X | X | X | X | X |
| 86 | X | X | X | X | X |
| 87 | X | X | X | X | X |
| 88 | X | X | X | X | X |
| 89 | X | X | X | X | X |
| 90 | X | X | X | X | X |
| 91 | X | X | X | X | X |
| 92 | X | X | X | X | X |
| 93 | X | X | X | X | X |
| 94 | X | X | X | X | X |
| 95 | X | X | X | X | X |
| 96 | X | X | X | X | X |
| 97 | X | X | X | X | X |
| 98 | X | X | X | X | X |
| 99 | X | X | X | X | X |
| 100 | X | X | X | X | X |

II Services Rendered

[illegible]

III Hypothesis: Employers Perceive The Same Problem Areas As The Employees Of The Employment Service

[illegible]

Numerical Data

I Use Made of Employment Service

2. Source

| | <u>A</u> | <u>B</u> |
|--------------------|----------|----------|
| Employment Service | 47 | 16 |
| Walk-Ins | 39 | 18 |
| Friends | 36 | 5 |
| Want Ads | 32 | 10 |

Column A gives the number of employers that use the indicated source.

Column B gives the number of employers in Column A that obtain most of their applicants from the noted source.

3. Job Classifications Listed with Employment Service

| | <u>C</u> | <u>D</u> |
|-----------------|----------|----------|
| Professional | 7 | 1 |
| Executive | 2 | 0 |
| Clerical | 35 | 8 |
| Maintenance | 19 | 1 |
| Skilled Labor | 24 | 3 |
| Unskilled Labor | 28 | 5 |
| Sales Personnel | 4 | 1 |
| Other | 5 | 0 |
| No Answer | 2 | |
| All | 5 | |

Column C points out the number of employers that list regularly the indicated job classification with the Employment Service.

Column D points out the number of employers in Column C that consider the job classification to be their major listing with the Employment Service.

4. Employment Service Use Suggested by

| | |
|-----------------------------------|----|
| Employment Service Representative | 9 |
| Telephone Book | 0 |
| Government Bulletin | 0 |
| Radio, Television | 0 |
| Newspaper | 0 |
| Other | 33 |
| No Answer | 12 |
| Uncodeable | 1 |

5. Frequency of Use

| | |
|--------------|----|
| Frequently | 31 |
| Occasionally | 14 |
| Rarely | 5 |
| Other | 0 |
| No Answer | 5 |

6. Job Listings Made by

| | |
|-----------------------------------|----|
| Letter | 2 |
| Telephone | 51 |
| Employment Service Representative | 3 |
| Other | 0 |
| No Answer | 3 |

II Services Received

7. Employees Easiest to Obtain from Employment Service

| | |
|----------------------|----|
| Skills and Education | 44 |
| Age | 2 |
| Sex | 2 |
| Race | 0 |
| Attitude | 0 |
| Other | 5 |
| No Answer | 4 |
| Uncodeable | 1 |
| Why | |
| Supply | 24 |
| Other | 26 |

8. Applicants Hardest to Obtain from Employment Service

| | |
|----------------------|----|
| Skills and Education | 44 |
| Age | 1 |
| Sex | 1 |
| Race | 0 |
| Attitude | 0 |
| Other | 0 |
| No Answer | 7 |
| Uncodeable | 1 |
| Why | |
| Supply | 22 |
| Other | 25 |

9. Responses for Openings

| | |
|---------------|----|
| Prompt | 30 |
| Fairly Prompt | 9 |
| Slow | 9 |
| None | 0 |
| Other | 1 |
| No Answer | 5 |
| Uncodeable | 1 |

10. Quality of Employees Obtained

| | |
|-------------------|----|
| Very Satisfactory | 15 |
| Satisfactory | 24 |
| Poor Quality | 5 |
| Other | 1 |
| No Answer | 8 |
| Uncodeable | 2 |

11. Found Employment Service to Be

| | |
|------------------------|----|
| Courteous and Friendly | 49 |
| Interested in Needs | 49 |
| Rude and Unfriendly | 0 |
| Disinterested in Needs | 0 |
| Other | 0 |
| No Answer | 2 |
| Uncodeable | 2 |

12. Services Liked Most

| | |
|--------------------------|----|
| All | 4 |
| None | 2 |
| Placement | 24 |
| Testing | 10 |
| Screening | 14 |
| Labor Market Information | 0 |
| Speed of Service | 2 |
| Other | 11 |
| No Answer | 5 |
| Uncodeable | 0 |

Why

| | |
|-------------|----|
| Service | 27 |
| Cooperation | 9 |
| Other | 8 |

Employment Service Representative Visits

Times Per Year

| | |
|-----------|------|
| (a) Range | 0-24 |
| Median | 5 |
| Mean | 5.69 |
| Mode | 6 |

| | | |
|---------------|----|-----|
| (b) Too Often | 2 | 4% |
| Adequate | 32 | 71% |
| Not Enough | 11 | 24% |
| No Answer | 8 | |

13. Topics Discussed with Employment Service Representative

| | |
|-------------------------|----|
| Job Openings | 28 |
| Labor Market | 17 |
| Statistical Information | 14 |
| Other | 24 |
| No Answer | 11 |
| Uncodeable | 0 |

14. Services Liked Least

| | |
|--------------------------|----|
| None | 14 |
| Placement | 5 |
| Testing | 1 |
| Screening | 7 |
| Labor Market Information | 0 |
| Speed of Service | 0 |
| Other | 16 |
| No Answer | 12 |
| Uncodeable | 0 |

Why

| | |
|-------------|----|
| Service | 1 |
| Cooperation | 7 |
| Other | 13 |
| No Answer | 34 |

15. Recommend Use of Employment Service

| | | |
|--|----|------|
| Yes | 55 | 100% |
| No | 0 | 0% |
| Government Agency | 2 | |
| Service | 42 | |
| Employer-Employment Service Relations | 0 | |
| Applicant-Employment Service Relations | 0 | |
| Applicants | 0 | |
| Other | 9 | |
| No Answer | 0 | |
| Uncodeable | 1 | |

III Hypothesis: Employers Perceive the Same Problem Areas
As the Employees of the Employment Service

16. Biggest Problem

| | |
|---------------|----|
| Nothing | 18 |
| Cooperation | 8 |
| Communication | 1 |
| Other | 27 |
| No Answer | 1 |
| Uncodeable | 0 |

17. Better Working Relationship

| | |
|-----------------------------|----|
| Nothing | 19 |
| Communication | 12 |
| Greater Range of Applicants | 5 |
| Service | 4 |
| Better Image | 1 |
| Public Relations | 1 |
| Other | 8 |
| No Answer | 3 |
| Uncodeable | 2 |

18. Changes Recommended

| | |
|-----------------|----|
| Nothing | 17 |
| New Services | 0 |
| Physical Change | 18 |
| New Procedure | 3 |
| Other | 12 |
| No Answer | 5 |
| Uncodeable | 1 |

19. Present Public Image

| | <u>Favorable</u> | | <u>Unfavorable</u> | |
|--|------------------|-----|--------------------|-----|
| | 45 | 82% | 10 | 18% |
| Government Agency | 2 | | 0 | |
| Service | 18 | | 4 | |
| Employer-Employment Service Relations | 1 | | 0 | |
| Applicant-Employment Service Relations | 0 | | 0 | |
| Applicants | 0 | | 0 | |
| Other | 16 | | 4 | |
| No Answer | 5 | | 5 | |
| Uncodeable | 5 | | 5 | |

20. How to Improve Public Image

| | |
|---|-----------|
| No Change | 22 |
| Education | 3 |
| Service | 6 |
| Personnel Relations | 3 |
| Personnel Behaviors: Employer, Applicant | 5 |
| Change Unemployment Image | 2 |
| Physical Changes | 6 |
| Public Relations | 18 |
| Other | 4 |
| No Answer | 3 |
| Uncodeable | 0 |

APPENDIX XIII

Trainee Selection: Numerical Data

TRAINEE SELECTION: NUMERICAL DATA

| State | No. of Personnel Included in Investigation by State | Personnel by State as % of Total Personnel Included in Investigation | No. of Personnel in Each Category by State | | | |
|--------------|--|--|--|-----------|-----------|----------|
| | | | <u>R-M</u> | <u>C</u> | <u>PT</u> | <u>R</u> |
| Iowa | 171 | 15% | 34 | 31 | 106 | 2 |
| Kansas | 250 | 22% | 48 | 40 | 162 | 1 |
| Missouri | 409 | 36% | 62 | 107 | 240 | 1 |
| Nebraska | 141 | 12% | 23 | 25 | 93 | 1 |
| North Dakota | 64 | 6% | 12 | 13 | 39 | 1 |
| South Dakota | <u>99</u> | 9% | <u>11</u> | <u>14</u> | <u>74</u> | 1 |
| TOTALS | 1,134 | | 190 | 230 | 714 | |

: NUMERICAL DATA

| No. of Personnel in Each Category by State | | | % of Personnel in Each Category by State | | | No. of Trainees from Each Category Based on % of That Category by State | | No. of Trainees/State Based on % of Personnel by State |
|--|-----------|------------|--|-----------|------------|---|-----------|--|
| <u>C</u> | <u>PT</u> | <u>R-M</u> | <u>C</u> | <u>PT</u> | <u>R-M</u> | <u>C</u> | <u>PT</u> | |
| 31 | 106 | 20% | 18% | 62% | 2 | 2 | 5 | 9 |
| 40 | 162 | 19% | 16% | 65% | 3 | 2 | 8 | 13 |
| 107 | 240 | 15% | 26% | 59% | 3 | 6 | 13 | 22 |
| 25 | 93 | 16% | 18% | 66% | 1 | 1 | 5 | 7 |
| 13 | 39 | 19% | 20% | 61% | 1 | 1 | 2 | 4 |
| <u>14</u> | <u>74</u> | 11% | 14% | 74% | <u>1</u> | <u>1</u> | <u>3</u> | <u>5</u> |
| 230 | 714 | | | | 11 | 13 | 36 | 60 |

APPENDIX XIV

Trainee Assignment by State and Training Session

TRAINEE ASSIGNMENT BY STATE AND TRAINING SESSION

| Training Session | Iowa | Kansas | Missouri | Nebraska | North Dakota |
|---|--|---|--|--|--|
| <u>Number 1</u> 22 January to 2 February | 1 Receptionist-Monitor | 1 Receptionist-Monitor 1 Counselor 2 Placement Technicians | 1 Receptionist-Monitor 1 Counselor 4 Placement Technicians | 2 Placement Technicians | 1 Placement Technician |
| <u>Number 2</u> 19 February to 1 March | 1 Counselor 2 Placement Technicians | 1 Receptionist-Monitor 2 Placement Technicians | 1 Receptionist-Monitor 1 Counselor 3 Placement Technicians | 1 Placement Technician | 1 Counselor |
| <u>Number 3</u> 18 March to 29 March | 1 Receptionist-Monitor 2 Placement Technicians | 1 Receptionist-Monitor 2 Placement Technicians | 1 Receptionist-Monitor 2 Counselors 3 Placement Technicians | 1 Counselor 1 Placement Technician | |
| <u>Number 4</u> 22 April to 3 May | 1 Counselor 1 Placement Technician | 1 Counselor 2 Placement Technicians | 2 Counselors 3 Placement Technicians | 1 Receptionist-Monitor 1 Placement Technician | 1 Receptionist-Monitor 1 Placement Technician |
| TOTALS | 2 Receptionist-Monitors 2 Counselors 5 Placement Technicians <u>9</u> | 3 Receptionist-Monitors 2 Counselors 8 Placement Technicians <u>13</u> | 3 Receptionist-Monitors 6 Counselors 13 Placement Technicians <u>22</u> | 1 Receptionist-Monitor 1 Counselor 5 Placement Technicians <u>7</u> | 1 Receptionist-Monitor 1 Counselor 2 Placement Technicians <u>4</u> |

BY STATE AND TRAINING SESSION

| Nebraska | North Dakota | South Dakota | TOTALS |
|-------------------------|-------------------------|-------------------------|--------------------------|
| | | | 3 Receptionist-Monitors |
| | | 1 Counselor | 3 Counselors |
| 2 Placement Technicians | 1 Placement Technician | | 9 Placement Technicians |
| | | 1 Receptionist-Monitor | 3 Receptionist-Monitors |
| | 1 Counselor | | 3 Counselors |
| 1 Placement Technician | | 1 Placement Technician | 9 Placement Technicians |
| | | | 3 Receptionist-Monitors |
| 1 Counselor | | | 3 Counselors |
| 1 Placement Technician | | 1 Placement Technician | 9 Placement Technicians |
| 1 Receptionist-Monitor | 1 Receptionist-Monitor | | 2 Receptionist-Monitors |
| | | | 4 Counselors |
| 1 Placement Technician | 1 Placement Technician | 1 Placement Technician | 9 Placement Technicians |
| 1 Receptionist-Monitor | 1 Receptionist-Monitor | 1 Receptionist-Monitor | 11 Receptionist Monitors |
| 1 Counselor | 1 Counselor | 1 Counselor | 13 Counselors |
| 5 Placement Technicians | 2 Placement Technicians | 3 Placement Technicians | 36 Placement Technicians |
| <u>7</u> | <u>4</u> | <u>5</u> | <u>60</u> |

APPENDIX XV

Trainee Participation by State and Training Session

TRAINEE PARTICIPATION BY STATE AND TRAINING SESSION

| Training Session | Iowa | Kansas | Missouri | Nebraska | North |
|---|--|---|--|---|--|
| <u>Number 1</u> 22 January to 2 February | 1 Receptionist-Monitor | 1 Receptionist-Monitor 1 Counselor 2 Placement Technicians | 1 Receptionist-Monitor 1 Counselor 4 Placement Technicians | 2 Placement Technicians | 1 Placement Technician |
| <u>Number 2</u> 19 February to 1 March | 1 Counselor 2 Placement Technicians | 1 Receptionist-Monitor 2 Placement Technicians | 1 Receptionist-Monitor 1 Counselor 3 Placement Technicians | 1 Placement Technician | 1 Counselor |
| <u>Number 3</u> 18 March to 29 March | 1 Receptionist-Monitor 2 Placement Technicians | 1 Receptionist-Monitor 2 Placement Technicians | 3 Counselors 3 Placement Technicians | 1 Counselor 1 Placement Technician | |
| <u>Number 4</u> 22 April to 3 May | 1 Counselor 1 Placement Technician | 1 Counselor 2 Placement Technicians | 2 Counselors 3 Placement Technicians | 2 Placement Technicians | 1 Receptionist-Monitor 1 Placement Technician |
| TOTALS | 2 Receptionist-Monitors 2 Counselors 5 Placement Technicians <u>9</u> | 3 Receptionist-Monitors 2 Counselors 8 Placement Technicians <u>13</u> | 2 Receptionist-Monitors 7 Counselors 13 Placement Technicians <u>22</u> | 0 Receptionist-Monitors 1 Counselor 6 Placement Technicians <u>7</u> | 1 Receptionist-Monitor 1 Counselor 2 Placement Technicians <u>4</u> |

Y STATE AND TRAINING SESSION

| Nebraska | North Dakota | South Dakota | TOTALS |
|-----------------------|-------------------------|--------------|--------------------------|
| | | | 3 Receptionist-Monitors |
| | | | 2 Counselors |
| Placement Technicians | 1 Placement Technician | | 9 Placement Technicians |
| | | | 2 Receptionist-Monitors |
| | 1 Counselor | | 3 Counselors |
| Placement Technician | | | 3 Placement Technicians |
| | | | 2 Receptionist-Monitors |
| Counselor | | | 4 Counselors |
| Placement Technician | | | 8 Placement Technicians |
| | 1 Receptionist-Monitor | | 1 Receptionist-Monitor |
| | | | 4 Counselors |
| Placement Technicians | 1 Placement Technician | | 9 Placement Technicians |
| Receptionist-Monitors | 1 Receptionist-Monitor | | 8 Receptionist-Monitors |
| Counselor | 1 Counselor | | 13 Counselors |
| Placement Technicians | 2 Placement Technicians | | 34 Placement Technicians |
| | 4 | | 55 |

APPENDIX XVI

Field Work Activity

The following is a sample of the explanation and instructions given to the participants.

Field Work Activity.

This activity is designed to provide you with the opportunity to experience or re-experience some of the feelings which many applicants bring with them when they come to you and the Employment Service in their quest of a job.

Specifically, you are requested to give the following exercise a fair try.

- 1) Assume that you are unemployed and have come as a stranger to Kansas City in search of a job.
- 2) Construct a partly fictitious work history which can not be checked by a local telephone call. (To make this exercise more valuable and more interesting, it is suggested that you build into your work history a problem such as educational termination at the eighth grade level, a term in a state mental hospital or house of correction, etc.)
- 3) Dress in casual clothing, or clothing which you observe applicants wearing that does not appear to you to be appropriate.
- 4) Leave the hotel no later than 8:30 a.m. and begin your quest of a job. You may use any and all resources which occur to you. Feel free to use the newspaper want-ads, private employment service, walk-in, etc.
- 5) Make at least two attempts to find a job and report back to the hotel by 12:30 p.m.
- 6) You must find your own means of transportation, however, use of a taxi or personal automobile is not appropriate.
- 7) If you should be offered a job, decline employment as best you can. If you should be confronted by a problem you can not handle, call a member of the Project Staff at VI 2-1564.

When you have completed the job seeking activity you are to write an essay about the experiences you had during this activity. This essay should include a chronology of events, a journalistic description of what transpired, and a summary explaining what the experiences mean to you.

The following is an example essay.

- 9:30 a.m. Made plans for job search. Wrote brief description of plan in advance. Also listed work experience, personal data to be used, most of which was partly fabricated or exaggerated.
- 10:00 a.m. Changed to dress clothes in keeping with proposed search for a white-collar position, namely sales. (In-store type sales person.)
- 10:20 a.m. Visited downtown store.
- 10:40 a.m. Visited another downtown store.
- 11:15 a.m. Visited still another downtown store.
- 11:20 -
- 11:45 a.m. Filed application and had brief inconclusive interview at above private employment agency. (name mentioned previously in completed text)
- 12:20 p.m. Returned to hotel and luncheon.

"A job search was planned to include a contact only at --- in downtown Denver. Based on real and fabricated evidence of interest and experience in selling an assortment of lines, planned to seek employment in sporting goods, appliances, furniture and other hard lines. However, when I arrived at the personnel office a sign indicated 'no work applications are being taken today.' After consulting with a convenient sales clerk, I was told to check at the counter anyway inasmuch as the sign was not always 'right.' Upon my return to the personnel office, I pointed out the sign and asked the receptionist if the message was accurate. She then removed the sign, stating that they were in fact taking applications today, but that there were no openings for men.

"Following this unfruitful contact, I decided to try for similar work at the D---- Company. I entered their personnel office and inquired of the woman behind the counter as to job openings. She said, 'Put out your cigarette,' grunted, and handed me, very coldly, a company application and pointed to a wall counter where four other men and women were filling out the same form. I talked briefly with one of them and learned we probably would merely submit the application and not necessarily be interviewed, so I left.

"Inasmuch as I didn't wish to be completely foiled in this project, I decided to make one more contact. I decided on a private employment agency, and after checking the office directories in several business buildings, I located what turned out to be the S---- Personnel Agency. I entered, noting the very plush appointments, to be greeted warmly by the receptionist. I asked about openings and was provided with an application and a contract. I spent roughly 20 minutes in compiling the necessary information. It did not appear that I would be interviewed before 12 noon so I tried to get her to commit herself with respect to specific sales openings, which she earlier had said were plentiful. She continued in this view, to keep me interested (I felt) and also related that 'things in general were tight and even the M---- Company might lay off or move soon.' At this point I noted conflicting data which I had mistakenly entered on the application and, not wishing to create a problem, I excused myself and said I would be back after 1:00 p.m. for the interview.

"First of all, anything relating to falsification or misrepresentation leaves me 'cold' and I felt mighty nervous and uneasy; therefore, the project did not give me a fair position from which to adequately judge my reactions. I felt I was treated okay at P----, if that is the way their personnel people operate. They did inform me that I could come back Thursday or Friday. My experience at D---- seemed to me to be unusual--I couldn't feature such cold treatment in such a well-established firm; however, maybe this develops as the size of the firm increases. I was highly impressed with the service offered by the private agency. Very cordial, friendly, though business-like, and a certain degree of personal interest. I think they would have gotten their 60 % without too much objection had the situation progressed through the actual placement. The entire search brought back a number of personal feelings that I recalled from actual experiences possibly 14 years ago. I felt a certain discouragement, and a feeling that at times I was facing a stone wall. I also felt exhausted after the three contacts physically because of the considerable area covered, and mentally because of the normal tension one probably develops when out seeking work plus, in this case, additional tension due to my built-in resistance to unorthodox behavior. On the whole, an interesting experience. I think it did succeed in my viewing a situation from a completely different point of view. I would expect also that had I been of a different color my reception would have been even colder and more discouraging."¹

¹Higman, Howard; Hunter, Robert; and Adams, W. T., The Colorado Story. Boulder, Colorado: Bureau of Sociological Research, Institute of Behavioral Science, University of Colorado, 1965, pp. 68 and 69.

The activity was created to graphically illustrate, to the Employment Service employee participants, what it is like on the other side of the desk. It was hoped that this activity would give the training participants a clearer understanding of the feelings which job applicants have concerning the experience of seeking a job.

Drawn from their accounts of the days events, the following quotations illustrate the reactions, emotions, and thoughts which the participants experienced.

- I. "After organizing my falsehoods and fears, I set out to conquer today's punishments."
"While having breakfast I formulated a plan for searching for a job."
"I thought about the role I would play and the type of job I would apply for this morning."
- II. "As I walked downtown I was aware of an uneasiness (reluctance) . . . I can't pinpoint how I felt but my feeling was composed of reluctance, fear, helplessness, and if extended over a considerable length of time, I can see where it might include hopelessness and even panic."
- III. " . . . man there's a lot of people here my chances won't be good."
"I could feel all the other applicants staring at me."
"I felt somewhat out of place."
- IV. "The waiting area was small and I felt uneasy while trying not to trip anyone passing through."
"The store was a large one and the application process was rather lengthy and very impersonal."
"Some individuals around me, who were colored persons, were not treated as nicely as I."
"I felt at a distinct disadvantage, inferior at not having a job and helplessly dependent at having to ask for assistance and an audience."
"Even with the kindness I found the whole experience unpleasant."
"It was interesting but I'm glad it's over."
"Everyone was cordial, but information is sure hard to come by."

APPENDIX XVII

"Model Employment Service"

Programs I, II, III, IV

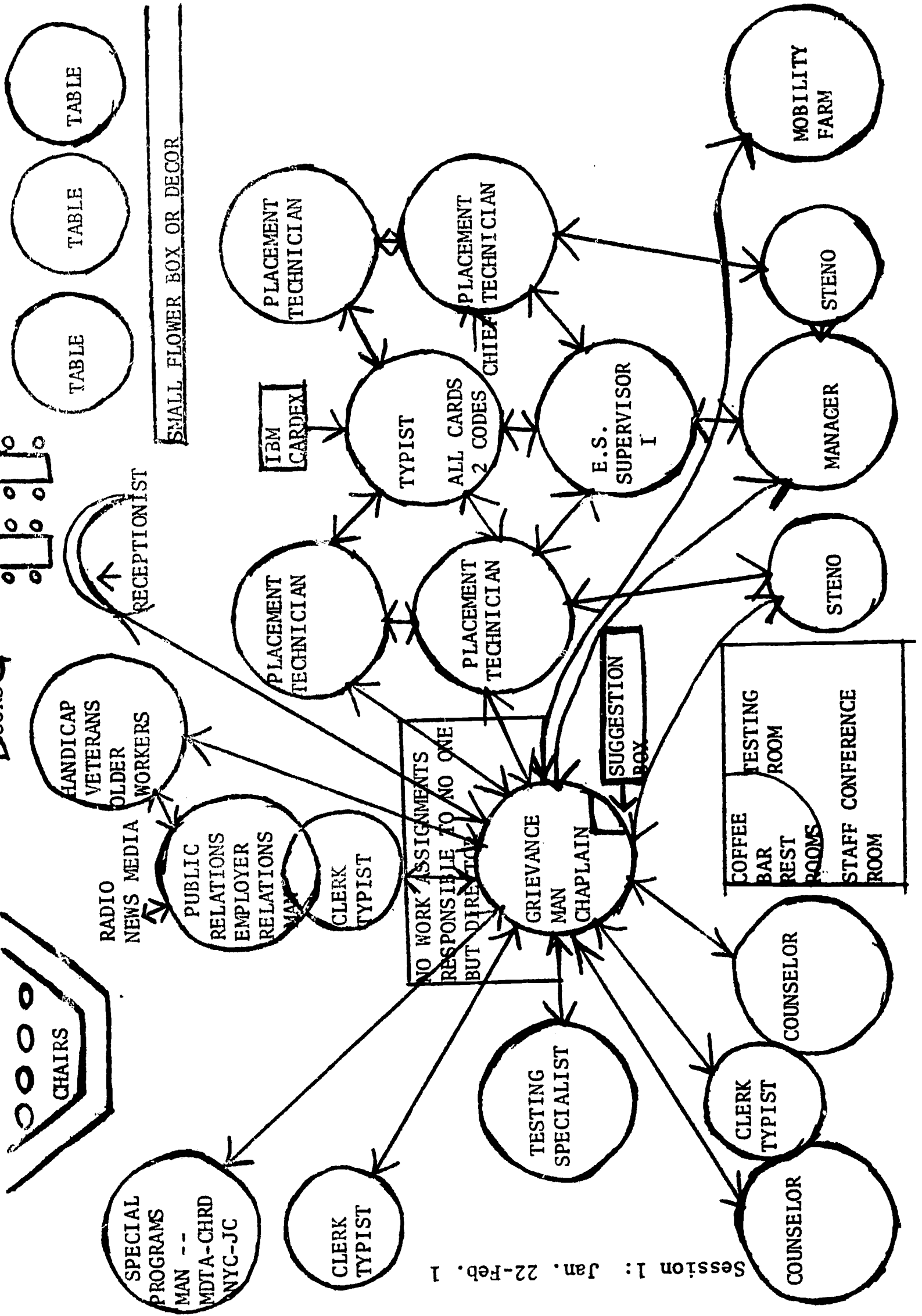
MODEL AGENCY

SESSION I

1. As a secondary action to the formal chain of command have one person to serve as a liaison person to by-pass the chain and take grievances or suggestions to the manager.
2. The U. I. section be located in a separate building from E. S. because of the identification problem.
3. Additional staff -- especially clerical.
4. More effective management -- formalized training for chain of command -- upward evaluation of chain of command as a tool to seek more effective management.
5. A trained public relations man. One in larger offices and an area public relations man for smaller offices.
6. We have a Job Order Control Technician to take the orders and work the file for applicants immediately.
7. More effective routing of applicants, perhaps through monitoring, in order to stop some of the rattling around from desk to desk.
8. Eliminate policy of giving only one referral at a time.
9. Use of IBM computer in file search.
10. More Placement Interviewers making employer visits.
11. More selective screening of prospective employees.
12. Make the six month probationary period worth something. At the end of six months either hire or fire.
13. Every office needs a qualified counselor, no matter how small the office.
14. Re-evaluation of all reports to see which are necessary evils and which could be done away with.
15. Revise and update the E. S. manual into words an average person can understand.
16. Less emphasis put on statistics and more on human relations.
17. We need working supervisors to prevent people from looking at the ceiling while other interviewers are working their heads off.

18. Staff members who do not have direct public contact be placed away from public contact employers.
19. Re-evaluation of clearance procedures to see if some red tape could not be done away with and faster service provided. More freedom in use of telephone and modern equipment.
20. All relevant information to placement should be made available to Placement Technician by the Counselor.
21. The public image of the E. S. is at an all time low; REASON - such a strong policy on the hard core unemployed that other areas go lacking for money and publicity.
22. Lack of professionalism among employees.

MODEL AGENCY BASED ON APPROXIMATELY 25,000 POPULATION
 YOU MAKE THE DIFFERENCE -- REGARDLESS OF FACILITIES --
 PEOPLE STRUCTURE -- TEAM STRUCTURE -- PEOPLE THE MOST IMPORTANT PART



Session 1: Jan. 22-Feb. 1

MODEL EMPLOYMENT SERVICE

SESSION II

I. Effective Intake

- A. Good receptioning
- B. Monitoring, Application taking and Coding
- C. Applicant orientation
- D. Routing to proper technician

II. Communications System

- A. Recording device
- B. Information center
 - 1. Telephone
 - 2. Personal
 - 3. Employer

III. Flexible cadre (mobility staff)

IV. Morale Problems

- A. Staff meetings and Training
- B. Group processing
- C. Supervision - responsible

V. Team Work

- A. All departments

VI. The Manual

- A. Guideline - not a Bible

VII. Special Programs

- A. Current information about all programs**
- B. Extension of services to outlying communities**

VIII. Change

- A. Receptive attitude toward change**
 - 1. Education for Staff and Supervisors**
 - a. In service**
 - b. Out service**
 - 2. Equipment**
 - a. IBM Sorter**
 - b. Recording device**
 - c. Letter opener**
 - d. Video tapes - Counseling and Staff Training**
 - 3. Applicant service (Job Development)**

AS A MANPOWER CENTER TO MORE EFFICIENTLY SERVE THE APPLICANT AND EMPLOYER NEEDS!

MODEL EMPLOYMENT SERVICE

SESSION III

Goal: To perform an efficient job in securing employment for as many people as possible by molding the Employment Service to fit the needs of its applicants.

Objective: Fuller expansion of an area approach with Metropolitan regions utilizing teams in the outskirts.

I. Model Agency System

A. Evaluation Unit

1. Intake
2. Determine needs of applicants
3. Decide upon proper procedures in fulfilling applicants' needs satisfactorily
4. Routing to proper unit contingent upon applicants' particular needs

B. Counseling, Training, Special Services Unit

1. Idea of Special Services is to provide people with room and board, carfare, etc. - a one to one relationship that certain applicants require

C. Placement Unit

1. Operation similar to present Employment Service set up

II. Team System

A. Number involved dependent upon needs of area.

B. Each member knowledgeable in all aspects of Employment Service, therefore, titles meaningless

C. Located in team stations and space allotted to them in Main Office, thus allowing maximum flexibility and mobility

1. Team will bring Employment Service to those who wouldn't otherwise receive it
2. Team enhances closer cooperation with employers

III. Central Office System

- A. Stationary functioning employment office**
- B. Geographical control center**
- C. Monitor for unemployment "hot spots"**
- D. Guide mobile team to any area in need of service**
- E. Information center for applicants and mobile teams**

MODEL EMPLOYMENT SERVICE

SESSION IV

Definition: An Employment Service Office which has, inherent in its make-up, the ability to achieve its goal to the satisfaction of both the people it serves and the staff who serve them.

Goal: To provide the optimum of service to both applicants and employers through efficient utilization of staff resources.

Objective: Develop human resources to meet manpower needs of the community.

As outlined in the attached staffing chart the most efficient method of achieving the goal would be to separate the two units of employability development and placement within the office, each with its own supervisor, responsible directly to the manager with clearly defined areas of responsibility.

It is recommended that the manager of the Employability Unit be a fully trained counselor. This would add much to the Unit in that the manager would then have a better understanding and sympathy for the problems encountered by the staff of the Unit in working with applicants towards employment goals.

It is recommended that intake interviewers be used to complete and classify applications of individuals seeking employment with the freedom to discuss applicants with both placement interviewers and counselors and to route applicants to either section on the basis of their findings during initial interviewing.

A test administrator be assigned to give all tests and that he be fully trained in administration and interpretation of all tests used by the Employment Service.

Clerical staff be responsible for scheduling and changing of appointments for the counselors. The thinking here being clerical staff would always be available should any interviewer have someone they wanted scheduled for counseling whereas the counselor might not be available. This would facilitate scheduling of service to applicants.

Close contact be maintained with Welfare, Vocational Rehabilitation and other community agencies which could and do provide services to individuals other than those which the Employment Service could provide.

Placement Technicians and Interviewers be permitted to visit employers or accounts with whom they work to establish and maintain a satisfactory working relationship. This would be in addition to that visiting done by the Employment Service Representative (E.S.R. or E.R.R.).

Research be done into new selection methods and training of personnel. Group Process as part of the training program be given by a consultant hired by the State in an advisory capacity (should be an outside, professional consultant - Dr. Doerr?).

Staff conferences be held as follows:

1. Entire staff-policies, programs, etc.
2. Divided sections or units, i.e., placement, etc.
3. Team conference (counselor, interviewer, applicant)

Informational bulletins be distributed to staff members when training is not feasible (i.e., let the people know what is going on policy wise, program wise, etc.).

Provide service directly to the applicant. Not channel him to a dozen different places. (With the proposed set-up of the office this would be possible in that the applicant would go directly from the intake interviewer to placement if ready for this; otherwise he would go directly to employability development if this were needed.

Methods of communication between the office and the public be updated. In other words eliminate the present routine sending of letters to householders, etc., and use a more modern method of communicating. This to be further explored.

The manager, as set out in the proposed chart, would be mainly involved in planning, public relations, providing direction towards accomplishment of goals and assisting the two Unit managers in staff utilization, training, etc. The manager should have more freedom of operation.

The specialists such as LMA, ERR, Test Administrator, and Statistician are set out separate from the two Units in direct line with the manager as it was felt these people provided assistance to and obtained information from both Units. While possibly not on an equal basis to both Units, this type of organization would provide more flexibility. That is, if the Employability Unit needed the services of the ERR or LMA, these would be readily available in this kind of an organization where it may not be so were these individuals assigned within a particular Unit.

Appendix XVIII

Training Session Programs

The Missouri Valley Staff Development Project for Employment Security Personnel is an experimental research and demonstration project.

This program has been designed to assist the Employment Service team in:

Establishing better interpersonal relationships with:

Employment Service staff members

Persons in the business community who use the Employment Service

Developing better methods of communications with one another, which should produce greater understanding and appreciation of the duties, responsibilities, successes, and problems

Developing the cooperative spirit which is required if an effective and efficient working team is to be forged

The creation of more satisfying ways of accomplishing the goals of the Employment Service

The continuous creation of the type of "Public Image" the Employment Service deserves and desires in the total community.

The theme of the training program being proposed can be summed up in the phrase -- "a more efficient team".

PURPOSE, GOALS, AND OBJECTIVES

A close working relationship has existed between the University of Missouri - Kansas City and the Employment Service for a number of years. This relationship has provided several opportunities for formal and informal observation of the Employment Service's function and day-to-day operation, and for interaction with personnel, both on and off the job. This contact has made it possible to see the Employment Service from a point of view difficult for its own personnel to obtain. From these experiences the following observations have been drawn:

The Employment Service is a team with considerable means, energies, and abilities which it exerts in a tremendous effort to accomplish the goal for which it was created -- the optimum development of human resources. This team is composed of many distinct persons, each with a unique personality and ideas of where and how he fits into the team and how the team should function in order to make its goal a reality. These varied points of view and methods of approaching the common goal, combined with often unknown attitudes held by employers and clients concerning the function, operation, and ends of the Employment Service, produce situations which sometimes find team members striving to accomplish the same thing, but in such ways that they hinder one another.

Sympathetic understanding of the special duties, needs, responsibilities, and problems attached to each of the many team positions within the Employment Service must be fostered in a way designed to make Employment Service personnel aware that no job need be, nor can be done in isolation and that every job is vital to and inseparable from the team effort.

On the basis of these observations, it may be concluded that a special set of experiences can be combined to form a training program capable of providing the opportunity for:

Employment Service personnel to take a fresh look from a different point of view at the various components of the Employment Service team.

Employment Service personnel to find ways to increase cooperation in the direction of their efforts toward the accomplishment of their common goal.

Employment Service personnel to discover better ways to relate to and work with each other and with clients and employers.

The specific goal of this program is to provide an opportunity for a selected group of Employment Service personnel to bring to bear the collective weight of their knowledge, experience, and opinion in an effort to:

Identify and define the current critical problems of the Employment Service.

Develop both ideal and practical solutions for these problems.

Test the reasonableness and workability of the solutions formulated.

Explore the realities of the rules, regulations, limitations, and areas of freedom within the framework of the Employment Service.

Discover how the feelings, attitudes, and opinions of each individual Employment Service employee effects the attitude of and service given to employers and clients.

The culminating activity of this training session will be the creation of a "Model Employment Service." This definite assignment will afford the participants the opportunity to bring together, in a concrete form, the end-product of their learning experiences.

This model will be presented to and evaluated by a local office manager, a representative of a state office, and a representative of the regional office.

No specific content, other than "Group Process" and a weekend at the Sheraton-Elms, has been formulated for this training session. The training staff and Advisory Committee believe that only the professionals who make up the personnel of the Employment Service can establish and develop the content of a training program which can adequately fill the training needs and desires of the Employment Service personnel.

The task to which you must commit yourself is the construction and operation of a training program. This program should fulfill your training needs and desires and the above stated goals and objectives. The training staff shall stand ready to assist you in any way requested, such as acquisition of consultants, securing information, and making desired arrangements.

With conscientious, creative team work on the part of the participants and competent, responsive effort on the part of the training staff this training session can be informative, beneficial, and enjoyable.

PROGRAM I

PARTICIPANTS

| | |
|-------------------|---------------------------|
| Bette Clanton | Kansas City, Missouri |
| Leona Edwards | Grand Forks, North Dakota |
| Virginia Hall | Lincoln, Nebraska |
| Sandra Heitman | Hutchinson, Kansas |
| Betty Jackson | Poplar Bluff, Missouri |
| Dorothy Madden | Scottsbluff, Nebraska |
| Calvin McMillin | Columbia, Missouri |
| Joe Pulliam | Springfield, Missouri |
| Jesse Schupback | Hannibal, Missouri |
| Al Sigrist | Atchison, Kansas |
| Betty Stipanovich | Des Moines, Iowa |
| Stanley Vallier | Parsons, Kansas |
| Donna West | Kansas City, Missouri |
| Bob Wilson | Wichita, Kansas |

STAFF

Dr. Bill E. Jessee
Kenneth K. Kern
Charles J. O'Leary
June Weigand
Mary Ellen Burke

MONDAY - JANUARY 22, 1968

8:00 A.M. - 12:00 Noon

Plaza Inn

45th and Main Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Missouri Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation - Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri - Kansas City

3:00 P.M.

Top of the Towers

Homework Assignment - Participants Seminar - Job Satisfaction

Each participant is asked to prepare for the Tuesday Participants Seminar a concise written statement of his thoughts on the following questions:

1. "Why am I an employee of Employment Security?"
2. "What satisfactions do I get out of my job?"
3. "What are the satisfactions I could receive, but are blocked for one reason or another?"
4. "What are the satisfactions that are received by myself, my colleagues, and supervisors?"

TUESDAY - JANUARY 23, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Participant Seminar

"I dare you to tell me what you like about your job."

Topic: What are the satisfactions of working for the Employment Service?

Goal: Increasing the awareness that different people find different rewards in the jobs they do.

3:00 P.M. - 5:00 P.M.

Plaza Inn

Consultant Session

"I dare you to find out the other fellow's point of view."

Problem: How can the Employment Service give better service to employers?

Consultants:

Bonnie L. Sims, Personnel Assistant
University of Missouri - Kansas City

C. S. Atwood, Personnel Manager
Vickers Corporation
Omaha, Nebraska

WEDNESDAY - JANUARY 24, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultant Session

"I dare you to find a better way to communicate."

Problem: Organizational communication: horizontal and vertical -
how is it accomplished?

Consultants:

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

M. W. Buffon, Executive Director
Kansas State Employment Service

James Writesman, Office Manager
Missouri State Employment Service
Kansas City, Missouri

Thomas Miller, Professor, Business Administration and Human Relations
University of Missouri - Kansas City

Goal: Exploration of better means and modes of communication with peers,
subordinates, and superiors.

**Roger Shields, Administrator of Personnel Service
Trans World Airlines
Kansas City, Missouri**

**George Neerman, Office Manager
Kansas State Employment Service
Kansas City, Kansas**

**Lester Kafka, Field Supervisor
Nebraska State Employment Service**

**Goal: To better understand the point of view of the employer and to
discover better ways to serve the employer.**

THURSDAY - JANUARY 25, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participants Seminar

"I dare you to build one."

Topic: Construction of a model employment agency that would operate efficiently through cooperation.

Goal: To focus the participants attention on the problems of the Employment Service and to actively seek solutions for these problems.

Plans for the model agency shall be submitted in writing to project staff Friday morning.

3:00 P.M. - 5:00 P.M.

Plaza Inn

Participant Seminar

"I dare you to tell me what you feel."

Topic: How do we feel toward:

1. Clients
2. Employers
3. Local office personnel
4. Local office managerial and supervisory staff
5. State administrative staff
6. Regional administrative staff

Goal: The goal of this activity is to produce:

- (1) an awareness and identification of their attitude concerning their work situation,
- (2) a better understanding of their co-workers' attitudes, and
- (3) an understanding of how satisfaction and attitudes interact to produce behavior.

5:00 P.M. - 7:00 P.M.

Plaza Inn

Dinner

7:00 P.M. - 10:30 P.M.

Field Work Experience

Observation of cohesion, cooperation, and teamwork in operation.
This experience is directly related to Thursday's Participant Seminar.

FRIDAY - JANUARY 26, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultant Session

"I dare you to defend your model agency."

Problem: What are the pros and cons of your model agency?

Consultants: Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Goal: To discover which of the participants' ideas are feasible
and could be put to use by the Employment Service and which
of their ideas are not feasible and why.

4:30 P.M.

Plaza Inn

Depart for Sheraton-Elms Hotel

SATURDAY - JANUARY 27, 1968

9:00 A.M. - 12:00 Noon

Sheraton-Elms

Group Process

"I dare you to find out about yourself."

12:00 Noon - 2:00 P.M.

Sheraton-Elms

Lunch

2:00 P.M.

Sheraton-Elms

Informal Interaction

SUNDAY - JANUARY 28, 1968

12:00 Noon - 2:00 P.M.

Sheraton-Elms

Lunch

2:00 P.M. - 5:00 P.M.

Sheraton-Elms

Group Process

"I dare you to find out about yourself."

6:00 P.M.

Sheraton-Elms

Depart for Plaza Inn

MONDAY - JANUARY 29, 1968

7:00 A.M.

Plaza Inn

Field Work Experience

TUESDAY - JANUARY 30, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participants Seminar

"I dare you to tell me what happened and why."

Topic: Group evaluation of field work experience.

Goal: To evaluate what the participants learned in the field work experience, and how these experiences can be applied to their jobs.

3:00 P.M. - 5:00 P.M.

Plaza Inn

"I dare you to look in the mirror."

Consultants Session

Problem: How does the Employment Service appear from the other side of the desk?

Consultants: Persons who have sought jobs through the Employment Service.

Goal: To provide the participants insight into how the job applicant sees the Employment Service, and the people that work for the agency.

WEDNESDAY - JANUARY 31, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Consultation Session

"I dare you to look again at what you can do for others."

Problem: The Employment Service, the Employer, and Special Programs;
what are the pros and cons?

Consultants: Donald Bishop, Office Manager
Kansas State Employment Service
Kansas City, Kansas, Youth Opportunity
Center

Richard Gilliland, Deputy Job Corps Regional Administrator
Kansas City, Missouri

William Weimer, Outreach Representative
Missouri State Employment Service
Kansas City, Missouri, Youth Opportunity
Center

Fordice Rogers, Personnel Manager
Commerce Trust Company
Kansas City, Missouri

Goal: To provide the participants with a fuller knowledge and appreciation of special Employment Service programs designed to serve disadvantaged persons and the reaction of employers to these programs.

THURSDAY - FEBRUARY 1, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Group Process

"I dare you to find out about yourself."

12:00 Noon - 1:00 P.M.

Plaza Inn

Lunch

1:00 P.M. - 3:00 P.M.

Plaza Inn

Participant Seminar

"I dare you to think."

Topic: Implications and applications.

Goal: To provide the participants with the learning experience of actively attempting to arrive at creative alternative solutions to the problems encountered in working for the Employment Service.

FRIDAY - FEBRUARY 2, 1968

9:00 A.M. - 12:00 Noon

Plaza Inn

Participant Seminar

"I dare you to speak up."

Topic: Evaluation.

Goal: Telling the project staff where to go, and what to do when they get there.

PROGRAM II

PARTICIPANTS

| | |
|---------------------|---------------------------|
| Johnnie M. Anderson | Sioux City, Iowa |
| Robert L. Bitner | Devils Lake, North Dakota |
| James H. Chilcutt | Springfield, Missouri |
| Charles E. Cohen | Jefferson City, Missouri |
| Mary C. Collins | Dubuque, Iowa |
| Grace M. Connelly | St. Louis, Missouri |
| Wilma French | Hutchinson, Kansas |
| Gladys Gordon | Wichita, Kansas |
| Edith E. Gustafson | Sioux City, Iowa |
| Helen Jenkinson | St. Louis, Missouri |
| William Knapp | Goodland, Kansas |
| Jean I. Parker | Fremont, Nebraska |
| David Strickland | Kansas City, Missouri |

STAFF

Dr. John J. Doerr
Kenneth K. Kern
Charles J. O'Leary
Mary Ellen Burke

MONDAY - FEBRUARY 19, 1968

8:00 A.M.

Aladdin Hotel

1213 Wyandotte Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Kansas Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation - Dr. Jane Berry, Director
Continuing Education for Women
University of Missouri - Kansas City

Evening

Aladdin Hotel

1213 Wyandotte

Creative Communication

Participants are asked to prepare, for presentation during the Dialogue - Consultants and Participants on Tuesday, February 20, their ideas on an efficient, functioning communications system within the Employment Service.

The following questions are intended to be used as possible stimulators to assist you in this preparation.

- (1) Why is there a need for an effective system of communication - or is there?
- (2) Do the present lines of communication utilize all possible alternatives?
- (3) How effective are these lines of communication (what criterion should be used in considering this question)?
- (4) Is the degree of effectiveness a result of use, misuse, or disuse of the rules and regulations of the Employment Service?
- (5) What positive changes could be made, keeping in mind present boundaries of rules and regulations?
- (6) Are informal communications effective; if so, how can this be fostered between and among receptionists, placement technicians or interviewers, and counselors?
- (7) What role does communication play in the effectiveness of special programs such as Human Resources Development and Work Incentive?
- (8) What are the important aspects of communication to be considered when working with:
 - (a) employers
 - (b) applicants
 - (c) co-workers
 - (d) supervisors and management
- (9) Is the present system of communication such that irregular items, or changes can be taken care of?
- (10) Is the system that you prepare capable of changing to keep up with changes in the organization?
- (11) Would you be satisfied with the communications system which you have proposed?

During the presentation on Tuesday, February 20, consultants will discuss your proposed communications system with you, and explore its possibilities.

TUESDAY - FEBRUARY 20, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Communication

Participants will present to the consultants the communication network constructed the previous evening. The consultants will discuss with the participants possible problems, solutions, and alternatives of this communications network.

Consultants:

John Meystrik, Management Analyst for Administration
Division of Employment Security
Jefferson City, Missouri

J. D. Funnell, Manager II
Kansas State Employment Service
Kansas City, Kansas

Evening

Creative Service to Employers

Participants are requested to prepare, for presentation during the Dialogue - Consultants and Participants on Wednesday, February 21, ideas of how services rendered to employers by the Employment Service Office may be altered, expanded, or improved upon.

The following questions may be of help to you.

- (1) What role does the employer play in the operation of the Employment Service?
- (2) Are the services offered by the Employment Service the same as those desired by employers?

- (3) What are the problem areas in dealing with employers?
 - (a) What services does the employer desire that he does not receive?
 - (b) What services are available that the employer does not use?
- (4) How do employers feel toward special programs such as Human Resource Development and Work Incentive? (What are the points of consideration regarding these programs?)
- (5) How can better communications and working relationships between the Employment Service and employers be fostered?
- (6) What effect do the present rules and regulations of the Employment Service have on the relationship between employers and the Employment Service?
- (7) Is this effect a result of use, misuse, or disuse of the rules and regulations?
- (8) Is the underlying philosophy of the ideas presented, one that you are comfortable with?

Within the Dialogue - Consultants and Participants on February 21, you will have an opportunity to discuss service to employers with a managerial representative of the Employment Service, and two employers.

WEDNESDAY - FEBRUARY 21, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Employers

Participants will present to the consultants the employer service schema constructed the previous evening. The consultants will discuss with the participants possible problems, solutions, and alternatives to this schema.

Consultants:

Paul Custer, Local Office Manager
Missouri State Employment Service
Joplin, Missouri

Jack Insko, Industrial Relations Manager
Paul Mueller Company
Springfield, Missouri

Clair H. Schroeder, Vice-President
City National Bank & Trust Company
Kansas City, Missouri

THURSDAY - FEBRUARY 22, 1968

9:00 A.M.

Group Process

The remainder of the day has been set aside for the participants to be creative either individually, in pairs, trios, or as a group as they see fit. Kansas City offers a gourmet's menu of places to see and things to do.

FRIDAY - FEBRUARY 23, 1968

9:00 A.M.

Group Process

Lunch - Check Out

1:30 P.M.

Dialogue - Consultants and Participants

The participants are to be afforded the opportunity to discuss with two applicants what an applicant sees, hears, and feels when he uses the service.

Consultants:

Guyrinder Abner, Kansas City, Missouri

Richard W. Rodgers, Kansas City, Missouri

4:30 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - FEBRUARY 24, 1968

Lunch

Group Process

SUNDAY - FEBRUARY 25, 1968

Lunch

Group Process

Check Out

6:00 P.M.

Depart for Kansas City, Missouri

MONDAY - FEBRUARY 26, 1968

Field Work Activity

Evening

Creative Service to Applicants

Participants are requested to prepare, for presentation during the Dialogue - Consultants and Participants on Tuesday, February 27, suggestions of how services rendered to applicants by the Employment Service Office may be altered, expanded, or improved upon.

The following questions may be helpful to you.

- (1) What role does the applicant play in the operation of the Employment Service?
- (2) Are the services offered by the Employment Service the same as those desired by the applicants?
- (3) What are the problem areas in dealing with the applicants?
 - (a) What services does the applicant desire that he does not receive?
 - (b) What services are available that the applicant does not use?
- (4) What do special programs such as Human Resources Development and Work Incentive have to offer the applicant that was not available to him before?
- (5) How do applicants feel toward special programs such as Human Resources Development and Work Incentive? (What are the points of consideration regarding these programs?)
- (6) How can better communications and working relationships between the Employment Service and applicant be fostered?
- (7) What effect do the present rules and regulations of the Employment Service have on the relationship between applicants and the Employment Service?
- (8) Is this effect a result of use, misuse, or disuse of the rules and regulations?
- (9) Is the underlying philosophy of the ideas present, one that you are comfortable with?

During the Dialogue - Consultants and Participants, February 27, you will have an opportunity to discuss these ideas with a managerial representative of the Employment Service, and with a Human Relations expert.

TUESDAY - FEBRUARY 27, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Applicants

Participants will present to consultants their ideas on services to applicants. The consultants will discuss with the participants possible problems, solutions, and alternatives to these ideas.

Consultants:

Cary Haynes, Occupational Analyst
Missouri State Employment Service
Kansas City, Missouri

Dr. Frank N. Willis, Professor - Psychology
University of Missouri - Kansas City

WEDNESDAY - FEBRUARY 28, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Creativeness in Action

Mr. Ray Williams, Employment Service Advisor, has held many and varied positions within the Employment Service structure and has experienced many of the problems faced by Employment Service personnel in their daily operations.

He will explore with you the many possibilities for handling situations which may arise, and still remain within the regulations as they are presently established.

Consultant:

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

Evening

Model Employment Service

Participants are asked to prepare, for presentation during the Dialogue - Consultants and Participants on Thursday, February 29, an example of an ideal Employment Service local office. (Concern here is with the functions of the office and its personnel; and not with the physical aspects of the office itself.)

The following points might be given consideration in your preparation.

- (1) A communication system that is effective.
- (2) Services and working relationships afforded the employer.
- (3) Services and working relationships afforded the applicant.
- (4) The attitudes, expectations, and feelings of: (a) colleagues, (b) employers, and (c) applicants.

- (5) The manual; what it is, and what it isn't.
- (6) Special Programs.
- (7) Change.
- (8) The underlying philosophy of the "Model Employment Service".

During the presentation of your plans for a local office operation, you will be able to explore, with three representatives of the Employment Service managerial levels, the various aspects of the "Model Employment Service Office".

THURSDAY - FEBRUARY 29, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Participants will present to consultants their "Model Employment Service Office". The consultants will discuss with the participants possible problems, solutions, and alternatives to this model.

Consultants:

Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

FRIDAY - MARCH 1, 1968

9:00 A.M.

Evaluation

PROGRAM III

PARTICIPANTS

| | |
|--------------------|--------------------------|
| Joe Ander | Cape Girardeau, Missouri |
| Sandra Cox | Muscatine, Iowa |
| Charles Hamilton | Coffeyville, Kansas |
| Marcella Howell | St. Louis, Missouri |
| Robert Johnson | St. Joseph, Missouri |
| Joan Klabau | McPherson, Kansas |
| Vivian Matthews | Fort Madison, Iowa |
| Norman Mechtel | Waterloo, Iowa |
| Phil Mullinix | Concordia, Kansas |
| Charles Ray | Columbia, Missouri |
| Kenneth Stengel | St. Louis, Missouri |
| Wendell J. Stutely | Kansas City, Missouri |
| Glen Uhe | Omaha, Nebraska |
| Dale L. White | Lincoln, Nebraska |

STAFF

Dr. Bill E. Jessee
Kenneth K. Kern
Charles J. O'Leary
Wayman Malotte
Mary Ellen Burke

MONDAY - MARCH 18, 1968

8:00 A.M.

Aladdin Hotel

1213 Wyandotte Street

Check In

1:00 P.M.

Top of the Towers

9th and Main Streets

Kansas Room

Luncheon

2:00 P.M.

Top of the Towers

Orientation

Evening

Aladdin Hotel

Workshop: Creative Communication

During this time period the participants shall meet together and shall plan an organized, structured presentation to be made to a communication specialist and a representative of the Employment Service during the Dialogue - Consultants and Participants on Tuesday, March 19. The topic for consideration in this Workshop is "Creative Communication". The participants shall combine their knowledge and experience gained in working within the structure of the Employment Service with their imagination and creative intelligence to form a resource pool from which the presentation shall be drawn. The following points are offered as stimulators for possible consideration by participants in preparing their presentation for the Creative Communication Dialogue.

This evening's workshop shall be used by participants to examine both the nature and quality of the Employer-Employment Service relationship and to explore creative ways of providing the type and quality of service desired. The following ideas may provide fruitful avenues for exploration.

1. The nature and quality of the service(s) which the employer desires from the Employment Service has much significance for both.
2. There are services which the employers desire that the Employment Service does not offer.
3. It is possible, within the framework of the existing agency rules and regulations, that these services can be provided.
4. Several important human factors exist that must be considered in developing an Employer-Employment Service relationship which is mutually beneficial.

From the discussion of these points, and concerns found to be important by the participants, the fabric of a presentation worthy of serious consideration shall be woven. This presentation should be formulated around the creation of better service to employers and the proper development of the type of Employment Service personnel required to render such services. Format for the presentation shall be the choice of the participants and shall communicate clearly and concisely the experience and knowledge of the participants to the consultants present during the Dialogue - Consultants and Participants - Creative Service to Employers on Wednesday, March 20. The presentation shall certainly reflect the high standards of the Employment Service.

Staff members shall be present during the workshop to assist the participants in any way requested.

TUESDAY - MARCH 19, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Communication

The "ideal, but realistic plan to enhance the type of human communication required for optimum accomplishment of the goals of the Employment Service" which was formulated by the participants on Monday evening shall be presented to

John Meystrik, Management Analyst for Administration
Division of Employment Security
Jefferson City, Missouri

Art Roehlke, Counseling Supervisor
University of Missouri - Columbia

who have agreed to serve as consultants. Participants and consultants shall be prepared to discuss together the possible problems, solutions, failures, successes, and alternatives which are contained within this plan.

Evaluation

Evening

Workshop: Creative Service to Employers

Employers play a critical role in the functioning of the Employment Service. Frequently, the services offered, the manner in which they are offered, and the special programs promoted by the Employment Service, the services desired, the services offered, but unrequested or not desired, and the acceptance of special programs by the employer determine the quality of the Employer-Employment Service relationship.

WEDNESDAY - MARCH 20, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Employers

Three knowledgeable and imaginative consultants

Paul Custer, Local Office Manager
Missouri State Employment Service
Joplin, Missouri

Clair H. Schroeder, Vice-President
City National Bank & Trust Company
Kansas City, Missouri

John Weaver, President
Kansas City Plastic Laminating Company
Kansas City, Missouri

have agreed to listen and react to the ideas contained in the presentation which was constructed by the participants on Tuesday evening. Participants and consultants shall be prepared to examine with care the ideas and reactions for creative and workable solutions to providing better service to employers.

Evaluation

THURSDAY - MARCH 21, 1968

9:00 A.M.

Group Process

The remainder of the day has been set aside for the participants to be creative either individually, in pairs, trios, or as a group as they see fit. Kansas City offers a gourmet's menu of places to see and things to do.

FRIDAY - MARCH 22, 1968

9:00 A.M.

Group Process

Lunch

Check Out

1:30 P.M.

Dialogue - Consultants and Participants

The Applicant: His View of the Employment Service

Not often is one provided the opportunity to see himself through the eyes of another human being. Two consultants who have used the Employment Service in an attempt to find employment and/or training shall provide participants with this opportunity.

It is suggested that the participants focus attention on the consultants' feelings of satisfaction, frustration, disappointment, rejection, success, impatience, and contentment, rather than what "things" should have or could have been done in a different manner. The feelings of these applicants are a reflection of one aspect of the service provided by the Employment Service.

Evaluation

5:00 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - MARCH 23, 1968

Lunch

Group Process

14

SUNDAY - MARCH 24, 1968

Lunch

Group Process

Check Out

6:00 P.M.

Depart for Kansas City, Missouri

MONDAY - MARCH 25, 1968

Field Work Activity

1:30 P.M.

Workshop: Creative Service to Applicants

Friday afternoon and this morning the participants in the Missouri Valley Project have had an opportunity to discover how the applicant sees and feels about the Employment Service. This information combined with the participants' knowledge of applicant needs and attitudes, and experience in dealing with applicants should provide a foundation for the presentation required for Tuesday's Dialogue - Consultants and Participants - Creative Service to Applicants. This workshop period should be devoted to an examination of how Employment Service personnel can, within the boundaries of agency rules and regulations, provide applicants with more effective and more satisfying service.

The following statements may provide some direction towards preparation for Tuesday afternoon's activities.

1. An Employment Service employee should take into account the applicant's feelings and attitudes.
2. There are methods by which an applicant can be made to feel that he is a human being who is of value and possesses dignity.
3. It is possible that information concerning special programs such as Human Resources Development be effectively communicated to the applicant.
4. Some Employment Service personnel possess attitudes concerning applicants which handicap them in their relationship with applicants. These attitudes can be changed.
5. Applicants desire services that are not provided by the Employment Service.
6. Within the framework of existing agency rules and regulations, these services could be provided.
7. Changes in the agency rules and regulations are necessary, if better service is to be given to applicants.

This preparation should be structured in such a way that the consultants in Tuesday's Dialogue are presented an organized set of facts, opinions,

and ideas concerning Creative Service to Applicants. The participants' presentation should be such that reaction is elicited from the consultants and meaningful discussion is fostered among participants and consultants.

Staff members shall be present during the workshop to assist the participants in any way requested.

TUESDAY - MARCH 26, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Creative Service to Applicants

The "facts, opinions, and ideas concerning Creative Service to Applicants" which constitute the core of this Dialogue shall be presented to:

Phyllis Johnson, Counseling Supervisor for Youth Opportunity Center
Missouri State Employment Service
St. Louis, Missouri

Walter Williams, Supervisor of Youth Services
Missouri State Employment Service
Jefferson City, Missouri

Dr. Jane Berry, Director, Continuing Education for Women
University of Missouri - Kansas City

These consultants are knowledgeable in the areas of human relations and the goals and operations of the Employment Service. Participants and consultants are expected to engage in a meaningful discussion of creative ways for Employment Service personnel to serve applicants.

Evaluation

WEDNESDAY - MARCH 27, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultant and Participants

Creativeness in Action

When a man is, in a few years, able to advance rapidly through positions of greater and greater responsibility, it becomes obvious that such a man "has something on the ball". The young man who is capable of such upward mobility is a man of creative intelligence, of vision, of ideas. He is a man who is willing to test the limits imposed by the organization, to fight for the right to give his ideas a fair trial, and to visualize and promote better ways of serving people and accomplishing the goals of the organization.

Such a man is

Ray Williams, Employment Service Advisor
Bureau of Employment Security
Region VII

the consultant who has agreed to talk with the participants during today's Dialogue. The participants are encouraged to use Mr. Williams as a sounding board for their ideas of:

1. how the Employment Service can be more effective
2. how Employment Service personnel can become more effective
3. how Employment Service personnel can become an efficient smoothly operating team
4. how special programs can better accomplish the objectives for which they were designed
5. how Employment Service personnel can gain greater or increased job satisfaction

6. how Employment Service personnel can better communicate with their superiors
7. how Employment Service personnel can solve some of the problems they face daily

Each participant shall prepare for this Dialogue by committing himself to a period of serious consideration of the above points and/or areas of personal significance to which he would desire Mr. Williams to react. As an aid to Mr. Williams' preparation for this Dialogue each participant shall submit a list of three or four ideas and three or four problem areas or areas of interest which he desires to discuss with Mr. Williams.

Evaluation

Evening

Workshop: Model Employment Service Office

In preparation for the culminating Dialogue - Consultants and Participants - Model Employment Service the participants shall bring to bear their collective knowledge, experience, and insights in an effort to create and design a Model Employment Service. Optimum service to employer and applicant, efficient team operation, clear, meaningful, empathic communication, and job satisfaction should be a few of the hallmarks of this Model Employment Service. The design should involve as many as possible of the human aspects of an organization created to be run by people for the service of people.

Dialogue - Consultants and Participants - Model Employment Service shall be presented to a representative of a state administrative office, a local office manager, and a representative from the regional office. The presentation shall show imagination, vision, creativity, a desire to serve applicants and employers, and an orientation to the realities of the world as it exists today.

THURSDAY - MARCH 28, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Wide experience, visionary thought, experimental inclination, and practical orientation characterize

Fred Featherstone, Employment Service Advisor
Bureau of Employment Security
Region VII

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Ken Hayes, Chief of Local Operations
Iowa State Employment Service
Des Moines, Iowa

the three consultants who have agreed to listen and react to the participants' presentation of a "Model Employment Service". These consultants will examine the participants' ideas for workable solutions to current problems, areas of exploration for future planning, and contributions which have possibilities of producing a more efficient and effective Employment Service.

Evaluation

FRIDAY - MARCH 29, 1968

9:00 A.M.

Evaluation

PROGRAM IV

PARTICIPANTS

| | |
|------------------------|---------------------------|
| Nadean Chambers | Topeka, Kansas |
| Marvin W. Coons | Hannibal, Missouri |
| Janet L. Gilbert | Dickinson, North Dakota |
| Wanda H. Harper | Kansas City, Kansas |
| Chester H. Hickman | Sidney, Nebraska |
| Bill Hunt | Chillicothe, Missouri |
| James E. Kelly | Emporia, Kansas |
| Charles J. Mottershead | St. Louis, Missouri |
| Mary F. Naylor | Omaha, Nebraska |
| Caryl Neinas | Kansas City, Missouri |
| Margaret L. Perrin | Cedar Rapids, Iowa |
| Von Price | Cape Girardeau, Missouri |
| Eldon H. Siemers | Mason City, Iowa |
| Leo A. Swenson | Grand Forks, North Dakota |

STAFF

Dr. John J. Doerr
Kenneth K. Kern
Charles J. O'Leary
Wayman E. Malotte
Dana M. Malotte
Mary Ellen Burke

MONDAY - APRIL 22, 1968

8:00 A.M. - Check in

ALADDIN HOTEL

1213 Wyandotte Street

1:00 P.M. - Luncheon

Top of the Tower

9th and Main Streets

Missouri Room

2:00 P.M.

Top of the Tower

Orientation

7:30 P.M.

Aladdin Hotel

Informal Mixer

TUESDAY - APRIL 23, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

QUESTIONS ANYONE?

Questions and Answers: The Goals, Purposes, and Objectives of the Training Program.

Participants utilized the first part of this session to ask questions regarding the purpose of the program and direction to be taken. The second part of the session was used by the participants to discuss and identify problem areas in the Employment Service. During this session participants actively sought program orientation among themselves. They also invited a consultant to meet with them during the 1:30 P.M. session on Wednesday.

7:30 P.M.

PLANNING SESSION

Participants used this session to outline the program for the two week period as determined by identified problem areas and program orientation at which they had previously arrived.

WEDNESDAY - APRIL 24, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

PLANNING SESSION

Consultant Session

Participants chose to use this session to discuss the relationship between the Employment Service and Employers with a personnel administrator of a large company, who requested that he not be identified outside the training session.

7:30 P.M.

PLANNING SESSION

Small group explorations of specific problem areas were carried out from 7:00 P.M. to 8:00 P.M. At 8:00 P.M. the small groups met together and each group reported their ideas on areas of concern and possible solutions within each problem area. Some of the problem areas discussed were:

- Personnel Criteria and Training
- Communications
- Special Programs
- Public Relations

THURSDAY - APRIL 25, 1968

9:00 A.M.

Group Process

Lunch

FRIDAY - APRIL 26, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Better Service to Applicants.

Consultants:

Mr. George Gutknecht
Director of Vocational Services
Rehabilitation Institute
Kansas City, Missouri

Mr. Gutknecht spoke with the participants before and after the applicants were in the meeting room. In doing so he provided the participants with a frame of reference to work from and provided a summation for the session.

Mr. Clifford Waller

Mr. Archie Burton

Mr. Charles Curtis Rice

Mr. Edward McGray

These individuals were obtained from the Kansas City Local Office of the Missouri State Employment Service.

4:00 P.M.

Depart for Sheraton-Elms Hotel

SATURDAY - APRIL 27, 1968

Lunch

Group Process

SUNDAY - APRIL 28, 1968

Lunch

Group Process

Check out

4:45 P.M.

Depart for Kansas City, Missouri

MONDAY - APRIL 29, 1968

Participants chose not to take the morning off and use this time for a consultant session.

Consultant Session

NABS -- National Alliance of Business men

Consultant: Mr. Glen Bodisen
Assistant JOBS Manager
National Alliance of Businessmen

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Employment Service Personnel Criteria and Training

Mr. Art Roelke
Counseling Supervisor
University of Missouri - Columbia

TUESDAY - APRIL 30, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Consultant Session

Public Relations

Consultants: Mr. Mike Mardikes
Coordinator of Training Logistics
Multi-Purpose Training Center
University of Missouri - Kansas City

Mr. Glen Davis
Special Assistant to Director
Office of Economic Opportunity
North Central Region

WEDNESDAY - MAY 1, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

INFORMATION: ACQUISITION AND EXCHANGE

Summation and Model Employment Service Office Office construction.

7:30 P.M.

PLANNING SESSION

THURSDAY - MAY 2, 1968

9:00 A.M.

Group Process

Lunch

1:30 P.M.

Dialogue - Consultants and Participants

Model Employment Service

Wide experience, visionary thought, experimental inclination, and practical orientation characterize

Fred Featherstone, Employment Service Advisor
Region VII

Gus Hahn, Office Manager
Iowa State Employment Service
Sioux City, Iowa

Ken Hayes, Chief of Local Operations
Iowa Employment Security Commission
Des Moines, Iowa

the three consultants who have agreed to listen and react to the participants' presentation of a "Model Employment Service". These consultants will join with the participants in examining these ideas for workable solutions to current problems, areas of exploration for future planning, and contributions which have possibilities of producing a more efficient and effective Employment Service.

FRIDAY - MAY 3, 1968

9:00 A.M.

EVALUATION

12:00 Noon - Check Out

Depart for Home

APPENDIX XIX

**Percentage Comparison of Training
Population and Overall Population
of Counselors, Receptionist-Moni-
tors, and Placement Technician-
Interviewers in Region VII by
Opinionnaire Item**

KEY

Completed Opinionnaires for 51 trainees were obtained during the fourth session. These completed Opinionnaires were sorted in the three major respondent positions and analyzed in the same manner as was used for the three sets of Opinionnaires from Counselors, Receptionists and Placement Technician-Interviewers in the overall Region VII population. Analyzed Opinionnaire data from the four training groups was compared with the previous analyzed data from the overall population. Percentage comparison of these data was facilitated by employing four coding categories in terms of which the results of the above comparison could be expressed uniformly. Definitions of the coding categories are presented below:

Agreement (A): when the same response alternative in a given item reaches consensus (66.7%) in both respondent groupings, or when the numerically greatest response category is identical for a given item in both respondent groupings

Disagreement (D): when the consensus or numerically greatest response alternative in the overall respondent grouping is markedly higher or lower than the alternative response percentage for the training group

Magnitude Difference (Z): when respective alternative response percentages indicate the same direction to be shown in both respondent groupings, but slight differences in the percentage magnitudes are sufficient to rule out Agreement

Questionable (Q): when a discrepancy is observed between the response alternative percentages in the two respondent groupings, but such discrepancy(ies) do not constitute a clear difference in respective response percentages

APPENDIX XIX

Part I

| Opionnaire Item | Placement-Interviewers | Receptionist-Monitors | Counselors |
|-----------------|------------------------|-----------------------|------------|
| 1 | A | A | A |
| 2 | D | Q | D |
| 3 | A | A | A |
| 4 | A | Q | Q |
| 6 | Q | Q | D |
| 7 | A | D | A |
| 8 | Z | D | Z |
| 9-RM | Z | Z | A |
| 9-PT | A | A | A |
| 9-C | A | A | A |
| 10 | A | Z | A |
| 10 a | D | Q | Z |
| 11-RM | A | Z | A |
| 11-PT | D | D | A |
| 11-C | D | A | A |
| 12-RM | A | A | A |
| 12-PT | A | Z | D |
| 12-C | A | Q | D |
| 13-RM | / | / | / |
| 13-PT | A | D | / |
| 13-C | / | / | Z |

| Opinionnaire Item | Placement- Interviewers | Receptionist- Monitors | Counselors |
|-------------------|----------------------------|---------------------------|------------|
| 14 yes/no | Z | A | D |
| 14 NA-UC | A | A | A |
| 14-a, 14-b, 14-c | Z | Z | A |
| 14 J/NJ/NA | D | D | A |
| 15-a | A | A | A |
| 15-b | A | Z | Q |
| 15-c | D | Q | D |
| 16 | A | A | A |
| 17 | D | A | D |
| 18 A | Z | A | Z |
| 18 Insert | A | A | A |
| 19 | A | Z | Z |
| 20 | A | A | A |
| 21-a | A | Z | D |
| 21-b | D | Z | D |
| 22-a | A | Z | A |
| 22-b | A | Z | Q |
| 23 | A | A | A |
| 24 | D | D | Z |
| 25 | A | A | Z |
| 26 | A | D | A |
| 27-a | A | A | D |
| (Reason) 27-b | A | Z | D |
| 28-a | D | A | D |
| 28-b | A | A | D |

Opinionnaire Item**Placement-
Interviewers****Receptionist-
Monitors****Counselors****29****A****D****D****30****D****A****D****31****A****D****Q****32****A****D****A****33****D****D****A****34-a****D****D****A****34-b****Z****Q****D****35****A****Q****Q**

APPENDIX XX

Final Program Evaluation Form

Programs I and II

POST-SESSION EVALUATION

In responding to this evaluation form, please keep the following two definitions in mind:

Enjoyable: To experience with joy; to receive pleasure from: relish; happiness; gratification.

Valuable: To think of highly; prized; to place a certain estimate of worth on in a scale of values; that quality of a thing according to which it is thought of as being more or less desirable, useful, etc.

1. What do you believe was the most valuable aspect(s) of the Program?

Why?

2. What do you believe was the least valuable aspect(s) of the program?

Why?

3. What do you believe was the most enjoyable aspect(s) of the program?

Why?

4. What do you believe was the least enjoyable aspect(s) of the program?

Why?

5. Were the staff members enjoyable to work with?

Explain

6. Were the staff members well organized?

Explain

7. Did the staff members seem to be well prepared?

Explain

8. CONTENT: Did the program have proper emphasis?

Explain

9. Did the program appear to be well organized?

Explain

10. Did the program seem to be well prepared?

Explain

11. Was the program realistically oriented?

Explain

ACTIVITIES:

12. What were your feelings about the length of the sessions?
13. What were your feelings about the number of sessions per day?
14. What were your feelings about the number of sessions per program?
15. What were your feelings about the weekend sessions?
16. What were your feelings about the job seeking activity?
17. GROUP PROCESS: What were your feelings about group process as a part of the program? Please explain.
18. FACILITIES: Were you satisfied with your living quarters at the Plaza Inn?
Why or why not?
19. Were you satisfied with your living quarters at the Sheraton-Elms?
Why or why not?

20. Were you satisfied with your meeting rooms at the Plaza Inn?

Why or why not?

21. Were you satisfied with your meeting rooms at the Sheraton-Elms?

Why or why not?

22. What were your feelings about having a room-mate?

23. CHANGES: What things would you add to the program?

24. What things would you delete from the program?

25. OTHER COMMENTS:

APPENDIX XXI

Post-Session Evaluation Forms

Program II

1. "Creative Service to Applicants", February 27, 1968
2. "Creative Service to Employers", February 28, 1968
3. "Model Employment Service", February 29, 1968

POST-SESSION EVALUATION
February 27

1. What did you like about today's activities? (please give examples)

2. What things did you not like about today's activities? (please give examples)

3. What did you gain from this afternoon's session which you can put to use on your job? Please give one or two examples, or explain why you gained little or nothing.

4. Please give short evaluations of the two consultants:

Mr. Cary Haynes

Dr. Frank N. Willis

5. What changes or modifications would you make in this afternoon's program?

POST-SESSION EVALUATION

February 28

1. How much did I contribute to this afternoon's program's preparation?

Little _____ Less than average _____ More than average _____ A great deal _____.

2. My part (conduct) in this afternoon's presentation, compared with other participants, was:

Minimal _____ Less than average _____ Better (or more effective) than most _____
Superior _____.

3. What I did contribute in the preparation and presentation was:

Apparently trivial _____ Moderately important _____ Above average importance _____
Extremely crucial _____.

4. Did the content of our afternoon interchange impress me as being realistic?

Not very _____ Barely _____ Yes _____ Very much so _____.

5. Did the organization of our afternoon interchange impress me as being good for our purposes?

No _____ Minimally _____ Yes _____ Definitely _____.

6. How hard did I try to explore (and understand) the point of view of others?

Very slightly _____ Comparatively hard _____ Moderately _____ With great effort _____.

7. Was my attempt to explore these points of view successful?

Definitely not _____ Moderately _____ Better than expectation _____ Definitely yes _____.

8. In terms of the outcome(s) of today's presentation and discussion, my satisfaction is:

Low _____ Slightly positive _____ Very good _____ Quite high _____.

9. Can I, and/or will I, make use of some modifications or partial changes in my work as a result of today's exchange?

No _____ Maybe _____ Very likely _____ Yes _____.

If no, why not?

If maybe, what?

If very likely, what?

If yes, what?

10. Did anything "really new" or "stimulating" stick with me from today's session?

No _____ Not sure _____ Somewhat _____ Yes _____.

11. Did anything go wrong with the session? Yes _____ No _____. Please feel free to state briefly what you feel went wrong, regardless of how trivial.

12. Did anything develop today for the first time in the program? Give us a hint.

13. If asked to, I would take part in a similar session as today's:

If I had to _____ Probably _____ No _____ Definitely _____.

14. I evaluate Ray Williams' performance today as:

Moderately good _____ Lacking _____ Most competent _____ Rather ambiguous _____.

15. I suggest that "Creativeness in Action" be _____ in Training session III (next month).

Modified _____ Discarded _____ Kept _____ Changed completely _____.

POST-SESSION EVALUATION
February 29

Please check one of the four response alternatives for each item. Please rate yourself; today's program; and today's consultants, where requested. Check the one response blank which best describes you; your feelings and/or your critical evaluation of the item. Check one response per item. Any additional or related comments should be made on the backside of the sheet.

Your position _____.

1. In my estimation, last night's preparation for today's "Dialogue" was:
Very well spent _____ Too disorganized _____ A rush job _____ Less than expected _____.
2. My activity in last night's meeting was:
Minimal _____ Far above average _____ Worthwhile to everyone _____ Apparently overlooked today _____.
3. In my view, last night and today's sessions were:
Definitely related _____ Not at all alike _____ Too abstract _____ Too much the same _____.
4. I think that our meeting last night was _____, when compared with today's actual exchange.
Too unstructured _____ Far too inadequate _____ Somewhat lacking _____ I have no Thoughts about this _____.
5. From last night to today's meeting, my idea of a "Model Employment Service Office" has:
Become more concrete (realistic _____ Changed from a vague idea to a plan _____
Lost most of its impact _____ Stayed the same _____.
6. One month from now, the ideas and plans (regardless of great importance) which I gained from this program:
Will probably be in partial operation _____ Will be "shot down" by my supervisor(s) _____ Will have become more realistic _____ No comment _____.

7. Regardless of outcome, in today's Consultant-Participant Dialogue:
The Consultants ran the program____The Consultants helped us all to run the
program____Too many private problems were dominant____We were not well pre-
pared_____.
8. I tried_____to understand the problems and viewpoints of
other participants and consultants.
In vain____Very hard____Very little____But was unable_____.
9. Some of the ideas brought up and talked about in our meeting(s) today are:
MY IDEA of progress____Still not clear to me____Unrealistic for me to con-
sider____Just now making sense to me_____.
10. Although I didn't expect such to happen today:
I was taking more initiative____I saw myself in a slightly more effective
position____I was able to understand (or solve) the problem of putting many
ideas together____I was unable to retain my previous interest_____.
11. My own evaluation of this afternoon's program is:
12. In this consultant evaluation, as above, briefly write your evaluation of
our three consultants:

Ken Hayes:

Sig Halldorson:

Gus Hahn:

13. Forgetting the other participants for a moment, I personally felt _____
_____ during the first hour or so of today's meeting.
- Unprepared and anxious _____ Disappointed _____ Quite confident _____ Eager for
the pace to change _____ Irritated at certain participants _____.
14. What changes or cuts would you make in this afternoon's program for use in
Program III? Please complete this item (3 or more sentences.)

APPENDIX XXII

Post-Session Evaluation Forms

Program III

1. "Creative Communication", March 19, 1968
2. "Creative Service to Employers", March 20, 1968
3. "The Applicant: His View of the Employment Service", March 22, 1968
4. "Creative Service to Applicants", March 26, 1968
5. "Model Employment Service", March 28, 1968

POST-SESSION EVALUATION

March 19

Name _____ Position _____ Sex _____

1. Were the instructions and the tasks to be accomplished in last night's workshop clear and understandable?

yes _____ no _____

2. Were the goals of the workshop accomplished?

yes _____ no _____

3. Did anything "really new" or stimulating stick with me from today's session? if yes, what?

yes _____ no _____

4. I would rate my contribution(s) to last night's workshop as:

no contribution _____ of little value _____ of moderate value _____
of above average value _____ outstanding _____

5. What changes, if any, would you make in the evening workshops so as to have better "Dialogues - Consultants and Participants"?

6. I could have contributed more during the "Dialogue - Consultants and Participants" session if _____

7. Please evaluate the value of this afternoon's session on the scale below. Place an "X" on the line at the place which best indicates your estimate,

I _____ I
of no value very important
and productive

8. Please list 2 or 3 significant points of value or ideas learned during this afternoon's "Dialogue".

9. The biggest trouble spot in last night's workshop was:

10. Please give brief evaluations of this afternoon's consultants:

Mr. Art Roehlke

Mr. John Meystrik

POST-SESSION EVALUATION

March 20, 1968
and March 21, 1968

1. Last night's "Workshop" was (mark all that apply)
☐ much better organized.
☐ no more productive than Monday's session.
☐ not related to the real issues.
☐ a very productive session.
2. My understanding of Employers' requirements and needs has increased greatly during today's "Dialogue" as a result of (mark all that apply)
☐ having knowledgeable consultants.
☐ last night's preparation.
☐ my own ability to listen.
☐ participant's effort to clarify problems.
☐ mutual attempts to communicate by consultants and participants.
3. My attempts to understand the feelings and attitudes of the consultants
☐ were not very successful.
☐ were certainly worth the effort.
☐ seemed to backfire.
☐ payed off in better understanding.
☐ a waste of time.
4. Rate each of the following in importance of contribution by placing an "X" in the appropriate place on the continuum scale after each item.

A. Myself

most least

B. Staff

I _____ I
most least

C. Other participants

I _____ I
most least

D. Consultants

I _____ I
most least

5. I would have taken a more active part in this afternoon's "Dialogue," if (mark all that apply)

_____ the session had been better organized.
_____ I had been able to understand the major problem (issue).
_____ I had been asked.
_____ certain participants had given me the chance.
_____ something worthwhile had been brought up.

6. What changes, if any, would you make in last night's "workshop?"

7. What changes, if any, would you make in today's "Dialogue?"

8. What do you believe was the most important point or idea brought up in today's session? Please explain.

9. Briefly give your evaluations of this afternoon's consultants:

Mr. Paul Custer

Mr. John Weaver

Mr. Clair Schroeder

POST-SESSION EVALUATION

March 22, 1968

1. Compared to Tuesday's and Wednesday's sessions, this afternoon's "Dialogue Consultants and Participants" impressed me as (mark all that apply)

_____ being more to the point.
_____ not being as well organized.
_____ being less concerned with practical problems.
_____ a total waste of time.
_____ being the best session so far.

2. I think that today's session could have been improved by (mark all that apply)

_____ having an organized format.
_____ placing less emphasis on problems.
_____ giving the consultants more guidelines.
_____ having more consultants
_____ none of the above.

3. My participation in today's session was (mark all that apply)

_____ worthwhile to me and other participants.
_____ less than usual.
_____ apparently of no value.
_____ such that I learned a great deal about applicants.
_____ not as active as I had expected.

4. Today's consultants were (mark all that apply)

_____ used effectively by participants.
_____ quite good for our purposes.
_____ not able to understand our points of view.
_____ able to give us some good insights into applicants' experiences.
_____ not very good choices.

5. My overall satisfaction with this program for the last three to five days has been

_____ consistently high.

_____ low at first, but getting better.

_____ fairly low.

_____ moderate throughout.

_____ steadily decreasing.

6. Were there any problems or trouble spots in today's session? If so, please describe.

7. Would you like to see more sessions like the one today used in this program?

8. Please list what you feel were the most important points or issues raised in this afternoon's session?

9. What changes, if any, would you make in today's session?

10. Please give brief evaluations of today's consultants:

POST-SESSION EVALUATION

Tuesday, March 26

1. This afternoon's "Dialogue" impressed me as being (mark all that apply)

_____ a worthwhile exchange of information.

_____ too unorganized.

_____ our best session so far.

_____ too concerned with feelings.

_____ well focused on the real issues.

2. My personal estimation of yesterday's field work activity is that (mark all that apply)

_____ it enabled me to experience what an applicant goes through.

_____ it was the best component of this program.

_____ it was too threatening to most participants.

_____ the whole thing was a waste of time.

_____ it was just what we all needed.

3. The goals of today's "Dialogue" were

_____ well accomplished.

_____ not clearly stated.

_____ only touched on.

_____ only partially accomplished.

_____ accomplished, but they are of little value.

4. My personal contribution to today's session was (mark all that apply)

_____ only of moderate value.

_____ below average.

_____ higher than I would have expected.

_____ about average.

_____ outstanding.

5. Do you feel that anything went wrong in today's session?

_____ yes

_____ no

If so, what was it, and how would you correct it?

6. What do you believe was the most important point to come out of today's session?

7. Do you feel that today's consultants were used adequately?

_____ yes

_____ no (how could they have been used better)

8. Has your view of applicants been altered or changed in any way as a result of Friday, Monday, and today's activities?

9. What changes or modifications would you make in yesterday's "Workshop" or today's "Dialogue?"

10. Please give brief evaluations of today's consultants:

Jane Berry

Phyllis Johnson

Walter Williams

11. Other comments:

Name _____ Position _____

POST-SESSION EVALUATION

Thursday, March 28

Name _____ Position _____

1. Please give a brief evaluation of Mr. Ray Williams.

2. Were you satisfied with the way last night's "workshop" turned out?

Why?

3. What do you believe was the most important idea or plan discussed this afternoon?

4. Were the ideas, plans, and suggestions made last night and today realistic?

Please explain.

5. Give brief evaluations of today's consultants:

Fred Featherstone

Gus Hahn

Ken Hayes

APPENDIX XXIII

Revised Final Program Evaluation Form

Programs III and IV

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

FINAL PROGRAM EVALUATION

This has been a new kind of program and we need to know how successful it has been in meeting the needs of Employment Service Employees. Since no one knows better than you how well this program has served in meeting your needs and problems you are asked to make a complete and critical evaluation of each of the items below. Your cooperation is very much appreciated.

1. What do you feel were the main objectives of this training program?
2. Were these objectives achieved or not?
3. What do you feel was the most important or valuable aspect of the program?
Why?
4. What do you feel was the least important or valuable aspect of the program?
Why?
5. Did you find the staff members
easy to work with?
well organized?
6. Did you find the consultants
well qualified?
easy to work with?
7. Did the program have proper emphasis?

8. Did these program sessions have adequate organization?

9. Would you participate in a similar program?

Why?

10. How did you feel about the amount of time spent during workshops?

during "Dialogues"?

11. If a follow up program were to be arranged, how long after this program would you want it?

_____ 1 month _____ 3 months _____ 5 months _____ 8 months _____ other

12. Were you satisfied with your accomodations at:

The Aladdin?

The Sheraton-Elms?

13. What do you believe was the most valuable thing you learned during this program?

14. Please give brief evaluations of the below listed components of this program:

WORKSHOPS:

CONSULTANT-PARTICIPANT DIALOGUES:

FIELD WORK ACITIVITY:

GROUP PROCESS:

15. What major suggestion(s) would you make to increase the quality of the next program (starts next month) ?

Name _____

Position _____

APPENDIX XXIV

Follow-Up Program Evaluation Form

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

Conducted by
the Division for Continuing Education
University of Missouri at Kansas City

Follow-Up Evaluation

Name _____ Position _____

1. What questions have you been asked in regard to the training program by:

(a) your local office manager

(b) your immediate supervisor

(c) supervisors other than your immediate supervisor

(d) your colleagues

(e) others

2. What were the reactions of the above to your answers?

3. Have you presented any of the ideas obtained in the program to your managerial staff? If so, what were these ideas and what were the reactions you received?

4. Have you had any ideas on how to improve services since you arrived home from Kansas City? If so, what are the ideas?

Have you communicated these ideas to anyone? If so, whom and what reactions did you receive?

5. Are your perceptions of the operations in your office different? If so, how are they different?

6. Is your relationship with your managerial staff different? If so, how?

7. Is your relationship with your colleagues different? If so, how?

8. Is your relationship with employers different? If so, how?
9. Is your relationship with applicants any different? If so, how?
10. Have you corresponded with any of the other participants? If so, who?
11. After having been back in the office for a period of time, have you given the program enough thought to state what you feel was the most valuable portion of the program?
12. What are your thoughts at the present time in regard to Group Process?
13. Have you changed your duties, or the way in which you carry out your duties since you arrived back in the office from the training program?
 - (a) If so, was this a result of the training program?
 - (b) If it was not a result of the training program but a change occurred, please explain.

14. Have you formulated any ideas you would like to have passed on to:

(a) participants of the session you were a member of

(b) participants in following sessions

(c) Employment Service personnel in State or Regional Offices?

(d) the project staff

15. Do you have any suggestions for future programs?

16. Other Comments

APPENDIX XXV

Follow-Up Trainee Interview Items: Part One

Trainee Follow-Up Interview: Part One

The "positive" and "negative" signs applied to trainees' responses to 36 of the 39 items in the Follow-Up Interview represent relative values assigned to the direction of responses for each item. This scoring procedure is not absolute in any sense, but represents the value of the response in terms of Project objectives and goals. Hence, if a respondent states he "always" or "usually " feels he can talk effectively with applicants, the responses are scored "positive", and conversely. Taking employers' problems into account "to a great extent", was scored "positive", while "very little" and "not at all" was scored "negative". In each case, the content of the item in relation to Project goals and orientation determined the direction of scoring the responses. In this way, responses such as "always", "never", or "usually" could be scored positive or negative depending on the item content. Items 28, 29, and 39 were treated as "information items", and were not given positive or negative connotations:

Follow-Up Interview Items and Alternatives

1. Service to applicants should be more important than service to employers.

_____ strongly agree
+ _____ agree _____ +
- _____ disagree _____ -
_____ strongly disagree

2. The hours during which the E.S. office is open should be changed to make it more convenient for applicants.

_____ definitely yes
+ _____ in most cases _____ +
- _____ only in specific cases _____ -
_____ definitely no

3. To increase the quality of service, the E.S. should limit the number of applicants to be served.

_____ strongly agree
+ _____ agree somewhat _____ +
- _____ disagree somewhat _____ -
_____ strongly disagree

4. I feel that "disadvantaged" applicants should be given special attention

_____ always
+ _____ usually _____ +
- _____ sometimes _____ -
_____ seldom

5. My attitude toward and opinion of certain applicants prevents me from doing my best for them.

_____ always
- _____ usually _____ -
+ _____ sometimes _____ +
_____ rarely

6. Some applicants are too offensive to work with

_____ yes
- _____ no _____ -
+ _____

7. I feel that I can talk with applicants effectively.

_____ always
+ _____ usually _____ +
- _____ sometimes _____ -
_____ rarely

8. I differentiate between "applicants" and "dis-advantaged applicants".

always
+ usually +
- - - - -
sometimes
rarely

9. I have no problems in making an applicant feel comfortable and at ease.

always
+ usually +
- - - - -
sometimes
rarely

10. I try to take into account the applicant's feelings and special needs during an interview.

always
+ sometimes +
- - - - -
rarely

11. My work is affected by the applicants attitude.

greatly
+ somewhat +
- - - - -
very little

12. I have trouble understanding the problems of applicants with education handicaps.

to a great extent
+ only somewhat +
- - - - -
very little

13. I have trouble in giving "proper" and "adequate" service to H.R.D. applicants.

always
usually
+ - - - - - +
sometimes
seldom

14. Employers attempt to understand my efforts to encourage them to lower their hiring requirements.

a great deal
+ noticeably +
- - - - -
seldom
not at all

15. I attempt to understand local employers' resistance to lowering their hiring requirements.

with much effort
+ more than average +
- - - - -
only to an extent
not at all

16. Employers follow and act
on my advice and suggestions.

_____ always
+ _____ usually +
- - - - - occasionally - - - - -
_____ rarely
_____ never

17. I take the employer's pro-
blems into account when trying to
serve him.

_____ to a great extent
+ _____ partially +
- - - - -
_____ very little
_____ not at all (minimally)

18. I try to find ways to better
serve employers

_____ most of the time
+ _____ as much as possible +
- - - - -
_____ seldom
_____ minimally

19. Employers are honest with me.

_____ always
+ _____ for the most part +
- - - - - on the average - - - - -
_____ seldom
_____ not at all

20. Visits to employers should
be made when a problem arises.

_____ always
+ _____ often +
- - - - - occasionally - - - - -
_____ seldom
_____ not at all

21. I am able to justify to
employers a need for lowering
hiring requirements.

_____ always
+ _____ usually +
- - - - - occasionally - - - - -
_____ rarely
_____ not at all

22. My supervisor does not have
a practical understanding
of my job.

_____ never
+ _____ seldom +
- - - - - occasionally - - - - -
_____ often
_____ daily

23. My supervisor is a threat to me.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ daily

24. Persons in the office who hold lower job titles than I hold come to me for help or advice concerning their on-the-job problems.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ daily

25. I have informal in-office contact with personnel who hold higher job titles than I hold.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ daily

26. Fellow employees are willing to help me out when I am overloaded and they have time to do so.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ daily

27. My colleagues receive personal satisfaction from their jobs.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ daily

28. I am prevented from doing my best by bureaucratic rules, regulations, and red tape.

- --- yes
+ ----- +
_____ no

29. Most training offered Employment Security is useless and a waste of time.

_____ yes
_____ no (Information)

30. My colleagues are an integral part of the Employment Security Team.

_____ never
_____ seldom
+ --- occasionally ----- +
- --- often
_____ always

31. I am an integral part of the
Employment Security team.

never
seldom
+-- occasionally-----+--
often
always

32. My manager is an integral
part of the Employment
Security team.

never
seldom
+-- occasionally-----+--
often
always

33. My manager and I have a
good relationship.

never
seldom
+-- occasionally-----+--
often
always

34. I am satisfied with the
consideration my manager
gives to my ideas.

never
seldom
+-- occasionally-----+--
often
always

35. I go to persons who hold
the same job title as I hold
for help or advice concerning
my job problems.

never
seldom
+-- occasionally-----+--
often
always

36. I go to persons who hold
lower job titles than I hold
for help or advice concerning
my job problems.

never
seldom
+-- occasionally-----+--
often
always

37. I go to persons who hold
higher job titles than I hold
for help and advice concerning
my on-the-job problems.

never
seldom
+-- occasionally-----+--
often
always

38. When I have time I try to help out a colleague who is overloaded with work.

☐ never
☐ seldom
☒ occasionally-----
☐ often
☐ always

39. The Employment Service needs to up-grade its supervisory and administrative personnel.

☐ yes
☐ no (Information)

APPENDIX XXVI

Data Summary for Follow-Up Trainee Interview: Part One

Results: Follow-Up Trainee Interview--Part One

| Program Number | Item Number | | | | | | | | | | | | | | | | | | | | |
|-------------------|-------------|----|----|----|----|----|----|---|----|---|----|----|----|---|---|---|----|----|---|---|---|
| | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | | | | | | | |
| | + | - | + | - | + | - | + | - | + | - | + | - | + | - | | | | | | | |
| 1 | 7 | 2 | 3 | 6 | 4 | 5 | 8 | 1 | 8 | * | 0 | 6 | * | 2 | 9 | 0 | | | | | |
| 2 | 7 | 5 | 4 | * | 7 | 4 | * | 7 | 10 | * | 1 | 10 | * | 0 | 7 | * | 3 | 10 | * | 0 | |
| 3 | 6 | * | 4 | 4 | * | 5 | 10 | * | 0 | 8 | * | 2 | 10 | * | 0 | 5 | * | 4 | 8 | * | 1 |
| 4 | 5 | * | 7 | 5 | 9 | 10 | * | 2 | 8 | * | 3 | 14 | 0 | 7 | * | 4 | 12 | * | 1 | | |
| Total | 25 | 18 | 16 | 27 | 28 | 14 | 34 | 7 | 42 | 0 | 25 | 13 | 39 | 2 | | | | | | | |

| | 8 | | 9 | | 10 | | 11 | | 12 | | 13 | | 14 | |
|-------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| | + | - | + | - | + | - | + | - | + | - | + | - | + | - |
| 1 | 5 | * 3 | 6 | 3 | 7 | * 1 | 3 | * 2 | 1 | * 6 | 0 | 9 | 7 | * 1 |
| 2 | 2 | * 6 | 5 | * 4 | 4 | * 5 | 4 | * 2 | 5 | * 0 | 5 | * 3 | 6 | * 3 |
| 3 | 6 | * 4 | 6 | * 3 | 8 | * 0 | 1 | * 3 | 6 | * 0 | 7 | * 1 | 2 | * 5 |
| 4 | 3 | * 8 | 9 | * 4 | 11 | * 0 | 2 | * 3 | 8 | * 4 | 12 | * 0 | 6 | * 3 |
| Total | 16 | 21 | 26 | 14 | 30 | 6 | 10 | 10 | 20 | 10 | 24 | 13 | 21 | 12 |

| | 15 | | 16 | | 17 | | 18 | | 19 | | 20 | | 21 | |
|-------|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| | + | - | + | - | + | - | + | - | + | - | + | - | + | - |
| 1 | 6 | * 2 | 5 | * 0 | 9 | 0 | 7 | 2 | 6 | * 0 | 9 | 0 | 5 | * 0 |
| 2 | 9 | * 1 | 4 | * 1 | 7 | * 0 | 7 | * 0 | 8 | * 1 | 8 | * 1 | 5 | * 0 |
| 3 | 7 | * 0 | 1 | * 0 | 8 | * 1 | 6 | * 0 | 7 | * 0 | 9 | * 0 | 3 | * 0 |
| 4 | 10 | * 2 | 2 | * 1 | 9 | * 0 | 7 | * 1 | 9 | * 1 | 9 | * 0 | 7 | * 0 |
| Total | 32 | 5 | 12 | 2 | 33 | 1 | 27 | 3 | 30 | 2 | 35 | 1 | 20 | 0 |

*Asterisk indicates that not all trainees who were interviewed responded to this item.

| Program Number | Item Number | | | | | | | | | | | | | |
|-------------------|-------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----|-----|
| | 22 | | 23 | | 24 | | 25 | | 26 | | 27 | | 28 | |
| | + | - | + | - | + | - | + | - | + | - | + | - | Yes | No |
| 1 | 5 | * 2 | 7 | * 0 | 1 | * 0 | 8 | * 0 | 3 | * 1 | 4 | * 2 | 5 | * 3 |
| 2 | 5 | 7 | 11 | * 0 | 4 | * 1 | 9 | * 0 | 10 | * 0 | 8 | * 0 | 6 | * 4 |
| 3 | 7 | * 2 | 7 | * 0 | 4 | * 2 | 6 | * 1 | 7 | * 1 | 4 | * 1 | 5 | * 4 |
| 4 | 11 | 3 | 11 | * 0 | 7 | * 0 | 10 | * 1 | 9 | * 0 | 7 | * 1 | 7 | * 5 |
| Total | 28 | 14 | 36 | 0 | 16 | 3 | 33 | 2 | 29 | 2 | 23 | 4 | 23 | 16 |

| | 29 | | 30 | | 31 | | 32 | | 33 | | 34 | | 35 | |
|-------|--------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|
| | Yes-No | | + | - | + | - | + | - | + | - | + | - | + | - |
| | | | | | | | | | | | | | | |
| 1 | 2 | * 6 | 6 | * 0 | 6 | * 0 | 6 | * 0 | 9 | 0 | 4 | * 2 | 1 | * 3 |
| 2 | 7 | * 2 | 9 | * 0 | 7 | * 0 | 8 | * 0 | 6 | * 0 | 8 | * 0 | 7 | * 1 |
| 3 | 1 | * 6 | 7 | * 1 | 6 | * 0 | 6 | * 0 | 8 | * 0 | 6 | * 0 | 3 | * 2 |
| 4 | 3 | * 9 | 11 | * 2 | 9 | * 0 | 10 | * 1 | 12 | * 0 | 10 | * 0 | 6 | * 1 |
| Total | 13 | 23 | 35 | 3 | 28 | 0 | 30 | 1 | 35 | 0 | 28 | 2 | 17 | 7 |

| | 36 | | 37 | | 38 | | 39 | |
|-------|----|-----|----|-----|----|-----|--------|-----|
| | + | - | + | - | + | - | Yes-No | |
| | | | | | | | | |
| 1 | 1 | * 4 | 6 | * 0 | 6 | * 1 | 7 | * 1 |
| 2 | 2 | * 3 | 5 | * 1 | 8 | * 0 | 7 | * 3 |
| 3 | 2 | * 2 | 4 | * 0 | 7 | * 2 | 7 | * 3 |
| 4 | 2 | * 2 | 3 | * 1 | 12 | * 0 | 13 | * 0 |
| Total | 7 | 11 | 18 | 2 | 33 | 3 | 34 | 7 |

APPENDIX XXVII

Follow-Up Trainee Interview: Part Two
Program Evaluation Items

Follow-Up Trainee Interview: Part Two

Program Evaluation Items

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

1. I like the idea of having a mixture of E. S. personnel from different classifications.
2. A mixture of E. S. personnel from different classifications makes possible information exchange not possible otherwise.
3. A mixture of workers from different classifications causes problems that would not exist otherwise.
4. I think that managers should be included in the mixture.
5. I don't feel that I should have been included as a participant.
6. My colleagues would have gained more from the program than myself.
7. I feel positively toward the consultant sessions.
8. Better consultants could have been acquired.
9. The applicants used in the applicant-consultant session were atypical.

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

10. The construction of a model agency was a useful endeavor

11. More emphasis should have been placed on how to use the information we received.

12. This program needs a great deal of improvement

13. The staff did not function very well.

14. The staff should have a better idea of what they are trying to accomplish.

15. The staff should have participated to a greater extent than they did.

16. The group process consultant should have participated in the overall program to a greater extent

17. The group process consultant appeared to perform his job adequately.

18. The week-end sessions were a good idea.

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

☐ strongly agree
☐ slightly agree
☐ uncertain
☐ slightly disagree
☐ strongly disagree

19. More training activities should have been scheduled for the weekend

20. The change in location for the weekend sessions was a good idea.

21. The time allocated for group process was about right.

22. I feel positively toward group process.

23. Group process had something to offer me.

24. Group process had something to offer the other participants.

25. Group process has something to offer my colleagues

APPENDIX XXVIII

Analysis Summary of Follow-Up Program Evaluation Interview Data

Analysis Summary of Follow-Up Program Evaluation Interview Data

| Item-Alternatives | Training Session | | | | Alternative Frequencies | Percent of Total |
|-------------------|------------------|----|-----|----|-------------------------|------------------|
| | I | II | III | IV | | |
| 1. St. A. | 8 | 9 | 11 | 10 | 38 | 83 |
| Sl. A. | 1 | 2 | 1 | 3 | 7 | 15 |
| Unc. | | | | 1 | 1 | 2 |
| Sl. D. | | | | | 0 | |
| St. D. | | | | | 0 | |
| 2. St. A. | 7 | 8 | 9 | 12 | 36 | 78 |
| Sl. A. | 2 | 1 | 3 | 1 | 7 | 15 |
| Unc. | | | | | 0 | |
| Sl. D. | | 1 | | 1 | 2 | 4 |
| St. D. | | 1 | | | 1 | 2 |
| 3. St. A. | 2 | | 2 | 1 | 5 | 5 |
| Sl. A. | 2 | 2 | 2 | 1 | 7 | 16 |
| Unc. | 1 | 1 | 2 | 1 | 5 | 11 |
| Sl. D. | 2 | | 4 | 2 | 8 | 18 |
| St. D. | 2 | 7 | 2 | 8 | 17 | 39 |
| 4. St. A. | 5 | 5 | 8 | 7 | 25 | 53 |
| Sl. A. | 3 | 4 | 1 | 3 | 11 | 23 |
| Unc. | | | 1 | 2 | 3 | 6 |
| Sl. D. | | | 1 | 1 | 2 | 4 |
| St. D. | 1 | 2 | 2 | 3 | 6 | 13 |
| 5. St. A. | | | | | 0 | 0 |
| Sl. A. | | | 1 | | 1 | 2 |
| Unc. | | 1 | 1 | 1 | 3 | 7 |
| Sl. D. | 1 | | 2 | 4 | 7 | 16 |
| St. D. | 8 | 9 | 8 | 9 | 34 | 76 |
| 6. St. A. | | | | | 0 | 0 |
| Sl. A. | 2 | 4 | 5 | 3 | 14 | 32 |
| Unc. | 3 | 1 | 3 | 3 | 10 | 23 |
| Sl. D. | 3 | 1 | 3 | 3 | 10 | 23 |
| St. D. | 1 | 4 | 1 | 4 | 10 | 23 |
| 7. St. A. | 7 | 6 | 6 | 8 | 27 | 60 |
| Sl. A. | | 3 | 4 | 5 | 12 | 27 |
| Unc. | 1 | 1 | 1 | | 3 | 7 |
| Sl. D. | | | 1 | | 1 | 2 |
| St. D. | 1 | | | 1 | 2 | 4 |

| Item-Alternatives | Training Session | | | | Alternative Frequencies | Percent of Total |
|-------------------|------------------|----|-----|----|-------------------------|------------------|
| | I | II | III | IV | | |
| 8. St. A. | | | | | 0 | 0 |
| Sl. A. | 2 | 3 | 4 | 2 | 11 | 26 |
| Unc. | 2 | 3 | 3 | 4 | 12 | 28 |
| Sl. D. | 2 | | 3 | 3 | 8 | 19 |
| St. D. | 3 | 4 | 2 | 3 | 12 | 28 |
| 9. St. A. | | 1 | 6 | 2 | 9 | 23 |
| Sl. A. | 2 | 3 | 3 | 2 | 10 | 25 |
| Unc. | | 1 | 1 | | 2 | 5 |
| Sl. D. | 1 | 1 | | 2 | 4 | 9 |
| St. D. | 6 | 2 | | 8 | 16 | 40 |
| 10. St. A. | 5 | 5 | 5 | 10 | 25 | 56 |
| Sl. A. | 1 | 4 | 6 | 4 | 15 | 33 |
| Unc. | 2 | | | | 2 | 4 |
| Sl. D. | 1 | 1 | 1 | | 3 | 7 |
| St. D. | | | | | 0 | 0 |
| 11. St. A. | 4 | 1 | 5 | 2 | 12 | 30 |
| Sl. A. | 2 | 2 | 4 | 2 | 10 | 25 |
| Unc. | 1 | | 2 | 2 | 5 | 13 |
| Sl. D. | | 7 | | | 7 | 18 |
| St. D. | 2 | | 1 | 3 | 6 | 15 |
| 12. St. A. | 3 | | 1 | 2 | 6 | 14 |
| Sl. A. | | 2 | 3 | | 5 | 12 |
| Unc. | 2 | 2 | 2 | 3 | 9 | 21 |
| Sl. D. | | 2 | 3 | 4 | 9 | 21 |
| St. D. | 3 | 4 | 1 | 5 | 13 | 31 |
| 13. St. A. | | | | | 0 | 0 |
| Sl. A. | 1 | 1 | 1 | | 3 | 7 |
| Unc. | 1 | 1 | | | 2 | 7 |
| Sl. D. | | 1 | 4 | 2 | 7 | 17 |
| St. D. | 7 | 8 | 5 | 10 | 30 | 71 |
| 14. St. A. | | | | 1 | 1 | 2 |
| Sl. A. | 2 | | 1 | 1 | 4 | 10 |
| Unc. | 2 | 2 | 5 | | 9 | 21 |
| Sl. D. | 1 | 2 | 2 | 2 | 7 | 17 |
| St. D. | 4 | 5 | 4 | 10 | 23 | 55 |

| Item-Alternatives | Training Session | | | | Alternative Frequencies | Percent of Total |
|-------------------|------------------|----|-----|----|-------------------------|------------------|
| | I | II | III | IV | | |
| 15. St. A. | | | | | 0 | 0 |
| Sl. A. | 1 | 4 | 5 | | 10 | 22 |
| Unc. | 2 | | 2 | 3 | 7 | 5 |
| Sl. D. | 1 | | 1 | 3 | 5 | 11 |
| St. D. | 5 | 7 | 4 | 8 | 24 | 52 |
| 16. St. A. | 1 | | 2 | 1 | 4 | 9 |
| Sl. A. | | 2 | 2 | 2 | 6 | 14 |
| Unc. | 1 | 2 | 2 | 4 | 9 | 21 |
| Sl. D. | 4 | 2 | 2 | 3 | 11 | 26 |
| St. D. | 2 | 3 | 4 | 4 | 13 | 38 |
| 17. St. A. | 4 | 7 | 4 | 11 | 26 | 60 |
| Sl. A. | | | 6 | 1 | 7 | 16 |
| Unc. | | 1 | | 1 | 2 | 5 |
| Sl. D. | 2 | | 2 | | 4 | 9 |
| St. D. | 3 | | | 1 | 4 | 9 |
| 18. St. A. | 5 | 8 | 3 | 9 | 25 | 59 |
| Sl. A. | | | 4 | 1 | 5 | 11 |
| Unc. | | 1 | 1 | 1 | 3 | 7 |
| Sl. D. | 1 | 2 | | | 3 | 7 |
| St. D. | 3 | | 2 | 3 | 8 | 18 |
| 19. St. A. | | | 1 | | 1 | 2 |
| Sl. A. | | 2 | 2 | | 4 | 9 |
| Unc. | 1 | 1 | 2 | 1 | 5 | 11 |
| Sl. D. | | 3 | 2 | 2 | 7 | 19 |
| St. D. | 8 | 3 | 6 | 11 | 28 | 60 |
| 20. St. A. | 6 | 7 | 5 | 10 | 28 | 64 |
| Sl. A. | 1 | 1 | 3 | 2 | 7 | 16 |
| Unc. | | | 1 | 1 | 2 | 5 |
| Sl. D. | 2 | | 2 | 1 | 5 | 11 |
| St. D. | | 1 | 1 | | 2 | 5 |
| 21. St. A. | 2 | 4 | 5 | 7 | 18 | 41 |
| Sl. A. | 1 | 3 | 2 | 4 | 10 | 23 |
| Unc. | 2 | 1 | | | 3 | 7 |
| Sl. D. | | 1 | 3 | 2 | 6 | 14 |
| St. D. | 2 | | 4 | 1 | 7 | 16 |

| Item-Alternatives | Training Session | | | | Alternative Frequencies | Percent of Total |
|-------------------|------------------|----|-----|----|-------------------------|------------------|
| | I | II | III | IV | | |
| 22. St. A. | 3 | 7 | 8 | 12 | 30 | 71 |
| Sl. A. | | 1 | 3 | 2 | 6 | 14 |
| Unc. | 2 | 1 | | | 3 | 7 |
| Sl. D. | | | 1 | | 1 | 2 |
| St. D. | 2 | | | | 2 | 5 |
| 23. St. A. | 3 | 7 | 9 | 12 | 31 | 74 |
| Sl. A. | 1 | 2 | 2 | 2 | 7 | 17 |
| Unc. | 1 | | | | 1 | 2 |
| Sl. D. | | | 1 | | 1 | 2 |
| St. D. | 2 | | | | 2 | 5 |
| 24. St. A. | 3 | 7 | 9 | 12 | 31 | 74 |
| Sl. A. | 1 | 2 | 2 | 2 | 7 | 17 |
| Unc. | 2 | | 1 | | 3 | 7 |
| Sl. D. | | | | | 0 | 0 |
| St. D. | 1 | | | | 1 | 2 |
| 25. St. A. | 3 | 7 | 7 | 14 | 31 | 74 |
| Sl. A. | | 2 | 5 | | 7 | 17 |
| Unc. | 3 | | | | 3 | 7 |
| Sl. D. | | | | | 0 | 0 |
| St. D. | 1 | | | | 1 | 2 |

APPENDIX XXIX

Follow-Up Interview Guide for Supervisors

Follow-Up Interview Guide for Supervisors

1. Have you noticed any changes in _____ relationships with:
 - a. you (Supervisor)
 - b. her (his) colleagues
 - c. Employers
 - d. Applicants
2. What has been the direction and/or quality of this change?
3. Have you noticed any changes in _____ cooperation with:
 - a. you (Supervisor)
 - b. her (his) colleagues
 - c. Employers
 - d. Applicants
4. What has been the direction and/or quality of this change?
5. If you were to rate _____ before and after training, would you note changes in:
 - a. performance
 - b. job efficiency
 - c. job effectiveness

—please explain

APPENDIX XXX

Data Summary of Follow-Up Supervisor Interviews

The data contained in this Appendix represents the frequency of responses obtained in the various categories described in the text. Supervisors' responses are presented by the particular training program in which the trainee(s) from their office participated and by response category. Since discussion of the content of supervisors' various responses is presented in the text of the report, only a categorical classification of responses is used in this Appendix.

| <u>Response Categories</u> | <u>Training Session</u> | | | | Total |
|----------------------------|-------------------------|----|-----|----|-------|
| | I | II | III | IV | |
| Item I-A | | | | | |
| Yes | 2 | 2 | 3 | 3 | 10 |
| No | 4 | 6 | 5 | 4 | 19 |
| Uncertain | 1 | 1 | 0 | 1 | 3 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Unclear | 0 | 0 | 0 | 0 | 0 |
| No Response | 0 | 0 | 0 | 2 | 2 |
| Item I-B | | | | | |
| Yes | 2 | 3 | 5 | 2 | 12 |
| No | 3 | 4 | 2 | 4 | 13 |
| Uncertain | 2 | 2 | 1 | 1 | 6 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Unclear | 0 | 0 | 0 | 1 | 1 |
| No Response | 0 | 0 | 0 | 2 | 2 |
| Item I-C | | | | | |
| Yes | 1 | 3 | 5 | 1 | 10 |
| No | 2 | 5 | 3 | 2 | 12 |
| Uncertain | 1 | 1 | 0 | 2 | 4 |
| Other | 3 | 0 | 0 | 1 | 4 |
| Unclear | 0 | 0 | 0 | 1 | 1 |
| No Response | 0 | 0 | 0 | 3 | 3 |

Response CategoriesTraining Session

| | I | II | III | IV | Total |
|-------------------|---|----|-----|----|-------|
| Item I-D | | | | | |
| Yes | 3 | 2 | 4 | 2 | 11 |
| No | 4 | 5 | 2 | 3 | 14 |
| Uncertain | 0 | 2 | 1 | 2 | 5 |
| Other | 0 | 0 | 1 | 0 | 1 |
| Unclear | 0 | 0 | 0 | 0 | 0 |
| No Response | 0 | 0 | 0 | 3 | 3 |
| Item II | | | | | |
| Positive Increase | 2 | 2 | 5 | 1 | 10 |
| No Change | 3 | 4 | 2 | 6 | 15 |
| Other (Uncertain) | 1 | 1 | 1 | 0 | 3 |
| No Response | 1 | 2 | 0 | 3 | 6 |
| Item III-A | | | | | |
| Yes | 0 | 3 | 3 | 2 | 8 |
| No | 6 | 5 | 4 | 4 | 19 |
| Uncertain | 0 | 1 | 0 | 1 | 2 |
| Other | 1 | 0 | 1 | 0 | 2 |
| Unclear | 0 | 0 | 0 | 0 | 0 |
| No Response | 0 | 0 | 0 | 3 | 3 |

| <u>Response Categories</u> | <u>Training Session</u> | | | | Total |
|----------------------------|-------------------------|----|-----|----|-------|
| | I | II | III | IV | |
| Item III-B | | | | | |
| Yes | 2 | 3 | 4 | 2 | 11 |
| No | 4 | 4 | 3 | 2 | 13 |
| Uncertain | 1 | 2 | 0 | 1 | 4 |
| Other | 0 | 0 | 0 | 1 | 1 |
| Unclear | 0 | 0 | 0 | 2 | 2 |
| No Response | 0 | 0 | 0 | 3 | 3 |
| Item III-C | | | | | |
| Yes | 4 | 2 | 2 | 2 | 10 |
| No | 2 | 5 | 5 | 4 | 6 |
| Uncertain | 0 | 1 | 1 | 1 | 3 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Unclear | 0 | 1 | 0 | 0 | 1 |
| No Response | 1 | 0 | 0 | 3 | 4 |
| Item III-D | | | | | |
| Yes | 2 | 3 | 5 | 3 | 13 |
| No | 2 | 5 | 3 | 2 | 12 |
| Uncertain | 1 | 1 | 0 | 2 | 4 |
| Other | 0 | 0 | 0 | 0 | 0 |
| Unclear | 1 | 0 | 0 | 0 | 1 |
| No Response | 1 | 0 | 0 | 3 | 4 |

| <u>Response Categories</u> | <u>Training Session</u> | | | | Total |
|----------------------------|-------------------------|----|-----|----|-------|
| | I | II | III | IV | |
| Item IV | | | | | |
| Positive Increase | 4 | 3 | 4 | 3 | 14 |
| No Change | 2 | 4 | 1 | 5 | 12 |
| Other (Uncertain) | 1 | 1 | 3 | 2 | 7 |
| No Response | 0 | 1 | 0 | 0 | 1 |
| Item V | | | | | |
| A. Performance | | | | | |
| Increased | 4 | 4 | 5 | 5 | 18 |
| Decreased | 0 | 0 | 0 | 0 | 0 |
| No Change | 3 | 4 | 3 | 2 | 12 |
| Unqualified Change | 0 | 1 | 0 | 2 | 3 |
| No Response | 0 | 0 | 0 | 1 | 1 |
| B. Job Efficiency | | | | | |
| Increased | 2 | 4 | 4 | 3 | 13 |
| Decreased | 0 | 0 | 0 | 0 | 0 |
| No Change | 5 | 5 | 4 | 7 | 21 |
| Unqualified Change | 0 | 0 | 0 | 0 | 0 |
| No Response | 0 | 0 | 0 | 0 | 0 |
| C. Job Effectiveness | | | | | |
| Increased | 4 | 4 | 4 | 3 | 15 |
| Decreased | 1 | 0 | 0 | 0 | 1 |
| No Change | 2 | 5 | 3 | 4 | 14 |
| Unqualified Change | 0 | 0 | 0 | 0 | 0 |
| No Response | 0 | 0 | 1 | 3 | 4 |